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ABSTRACT

This social studies course of study for the Cincinnati (Ohio) Public Schools is organized into four sections. Section 1 highlights the broad changes from the previous course of study in the Overview, Introduction, and Special Program Features sections. Program features described in detail include significant areas of new emphasis: history education, multicultural education, geography education, citizenship and law education, economic education, interdisciplinary planning, teaching strategies, and the use of modern technology, equipment, and learning materials. Section 2 states the philosophy of the social studies program, and lists program goals, program/course listings, sequence and level/course descriptions. Much of this section is devoted to scope and sequence charts that link program goals and program objectives with specific student objectives. This section also includes special adaptations of the social studies program for particular programs and schools within the school district. Section 3 identifies intervention strategies and various means of assessment for individual and total program evaluation. Section 4 lists promotion standards for the primary, intermediate, and middle school levels. (DB)

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Social Studies

Graded Course of Study

Four score and seven years ago our fathers brought forth on this continent a new nation conceived in Liberty and dedicated to the proposition that all men are created equal...that this nation, under God, shall have a new birth of freedom–and that government of the people, by the people, for the people, shall not perish from the earth.

A. Lincoln
Gettysburg
1863

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Department of Administration, Curriculum and Instruction

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1992

GRADED COURSE OF STUDY

NO. SST-91-01

K-12

SOCIAL STUDIES PROGRAM

Department of Administration, Curriculum and Instruction

Cincinnati Public Schools

1992

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STATEMENT OF APPROVAL

Pursuant to all requirements of the Ohio State Department of Education, the Course of Study contained in this manual has been developed and approved by the Cincinnati Public Schools for use in:

Subject: Social Studies

Grades: K-12

School: Cincinnati Public Schools

Board of Education Approval: May 28, 1991

MISSION STATEMENT

CINCINNATI PUBLIC SCHOOLS

The mission of the Cincinnati Public Schools is to prepare students for a lifetime of learning, growth, and enrichment in a changing society. To achieve this mission, the Cincinnati Public Schools will provide each child with equal access to programs of educational excellence in socio-economically and racially integrated settings. Students will learn the essential knowledge, skills, and attitudes to be responsible and productive citizens who can achieve their highest potential and be prepared to respond to change in their lives. Students will learn respect for themselves and others. The students, teachers, administrators, parents, Board of Education, and general community share responsibility for the fulfillment of this mission.

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Appreciation is also extended to Douglas Haskell, Acting Director, Greater Cincinnati Center for Economic Education, University of Cincinnati, secondary department chairpersons and lead teachers, and the hundreds of teachers, parents, principals and other administrators, students, and concerned citizens who contributed ideas toward improving the social studies course of study.

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Section 1

OVERVIEW

Introduction

The K-12 social studies program has evolved from a growing concern that we must create a new vision in social studies education to enable our children to succeed in a changing world. During the last two years, many dedicated teachers, principals, supervisors, and administrators have devoted coutless hours to a commitment to revitalize conceptions of what needs to be taught in social studies, how it is to be taught, and how student progress is most effectively assessed. The social studies committees thoroughly reviewed key findings from current research, received advice from experts, and consulted social studies educators in their efforts to develop a program relevant to our students' needs now and in the future.

With a firm belief that every child must have the opportunity to develop social studies understandings, skills, and attitudes, the program was designed to prepare students to make intelligent decisions, to be informed citizens, and to succeed in work environments in a society in which the ability to think critically is increasingly important. The course of study reflects the diversity and connectivity of historical concepts in time and space with an emphasis on critical thinking. The instructional delivery model is intended to help all students become processors of information from different types of sources and effective users of all facets of communication. A variety of assessment strategies are used to diagnose student progress on the many practical and theoretical experiences which they have in this challenging social studies program. The K-12 social studies program is founded on the expectation and confidence that Cincinnati can and must move in new directions to prepare our children for the future.

Lionel H. Brown
Deputy Superintendent
Administration, Curriculum and Instruction

INTRODUCTION

For many decades the graded course of study for the social studies program in the Cincinnati Public Schools generally followed a model known as the expanding horizons model. The program expanded from the child's study of self in kindergarten to a study of the world in grade six and a progressive study of American history and other subjects culminating in grade 12 when students learned about the diversity of other economic systems. In the half-century since the model was developed, some changes were made which included the teaching of African American historical contributions and other improvements, but the basic model remained the same. To develop the new Cincinnati framework which included the philosophy, program goals, program objectives, subject objectives and evaluation plan, the curriculum committee reviewed program ideas from around the country including California, Portland, Atlanta, and New York. Program requirements and expectations from the state of Ohio and community hearings were reviewed. The committee also listened to the suggestions of national consultants in the various phases of social studies and then developed a program to meet the needs of students today.

Social studies teachers and other educators in Cincinnati grasped the opportunity to develop a dynamic program to prepare students for the 21st century. The traditional expanding horizons model was modified to introduce the study of the world throughout the elementary grades and was further enhanced by multicultural experiences including an introduction to various cultures and languages. The significance of history in the school program to improve the teaching of heritage, change and democratic values was recognized through the organization of the social studies outcomes using the thinking skills associated with the Bradley Commission's recommended "habits of the mind" and the major organizing concepts for historical interpretation . These concepts and thinking skills then formed the basis for a K-12 articulated program. Linking of the past and present when teaching historic events and concepts was another significant change.

Although the themes of history and thinking skills provided the committee with the means of articulating the program K-12 and analyzing events, issues, and topics, the importance of the individual was also recognized in the program. Student self-understanding was developed through experiences studying various group heritages and issues affecting the individual young person today. Conflicts between individuals and groups, along with the development of student leadership skills further enhanced the program. Academic standards which increased communication skills, technology skills, and skills in analysis of world issues provided the basis for articulated experiences leading to college level experiences in high school for those who wish this type of program.

This course of study was organized to flow from the broad general overview aspects of program planning to the very specific objectives and means of evaluating program and students for a given level or course. Section one highlights the broad changes from the previous course of study in the Introduction, Overview, and Special Program Features. Among the highlights described in more detail as program features are the efforts to improve history education, multicultural education, geography education, citizenship and law education, economic education, interdisciplinary planning, teaching strategies, and the use of modern technology, equipment, and learning materials.

In Section 2 the Philosophy statement was presented followed by the broad Program Goals and specific level and subject descriptions and objectives identified in the Scope and Sequence. As in the past, individual schools may develop local course options to the system-wide programs which were identified here as Special Program Adaptations. Those special adaptations known at the time of this publication were included in this publication.

Teachers have become increasingly concerned about the need to provide intervention, enrichment, and creatively assess social studies instruction in new and different ways. In Section 3 the committee identified intervention strategies and various means of assessment for individual pupil and total program evaluation. Creative new forms of assessment were identified for pilot testing during the implementation of this course of study to seek more effective ways to measure some of the objectives of the program and to improve the system's efforts to design instructional improvements.

A complete program of specific skills recommended by the National Council for the Social Studies will be included in relation to the appropriate subject objectives identified in the course of study for each level/course curriculum guide. Space limitations prevented the identification of each skill in this framework.

When reviewing the subject objectives identified in the course of study, the following code should be followed:

. . .	(dots)	indicates a readiness activity at that grade level
▬	(solid bar)	indicates objective is taught at this grade level
*	(asterisk)	indicates formal assessment at this grade level

SPECIAL PROGRAM FEATURES

The social studies graded course of study has many new program thrusts which reform the social studies program for students in Cincinnati. These program features are expected to dramatically impact learning and teaching in social studies classrooms. Significant among the areas with new emphasis are history education, multicultural education, geographic education, citizenship education, economic education and interdisciplinary features.

History Education

Significant changes in history education in the Cincinnati Public Schools are seen in the articulated use of themes and critical historical thinking throughout the grades. Using the themes of the Bradley Commission as organizing program goals, the course of study committee develops the scope and sequence of objectives, grade level instruction, and subjects with history as the unifying discipline.

In addition to the use of broad themes or concepts to help students organize and analyze history, history education is reformed in other ways. The Bradley Commission recommends the "habits of the mind" for improving higher level thinking be used where appropriate. Students learn to hypothesize and link events in time and space. Specifically, historical event and personality linkages will be connected with related events at other times and with the present. This process is expected to help make the study of history more meaningful, as the students relate what they learn to what they may see as important in their lives today. A related objective has students learning about current issues in depth and linking the present to important past events and people.

History education is also enhanced as teachers use the geographic and economic causes and effects for historical and current events to enhance the depth understanding. Where possible historical events are taught with multicultural interpretations to avoid ethnocentrism, and daily life reflected in social history is studied for interest. Students learn to conduct oral history interviews and record and analyze interpretations. Where possible original source accounts are used throughout the grades to improve the student's interest in history and to improve the student's ability to interpret history from different viewpoints. A more systematic attempt is made to develop historiography skills and document-based test-taking skills for students studying advanced placement courses. The students have experiences with the new Cincinnati Historical Museum and continue to be encouraged to participate in History Day Competitions.

Multicultural Education

The student's social studies education is further strengthened through the depth integration of processes, concepts and strategies of multicultural education. Whereas some school systems taught social studies in the past primarily through an ethnocentric view of one ethnic group, enlightened social studies programs around the country are moving to more diversity in history to reflect the diversity of the American heritage and the local community. This course of study contains many examples of the committee's efforts to integrate multicultural education into the ongoing program. Specifically, multicultural education is found in the program philosophy, program objectives, and subject objectives..

Students develop a more balanced interpretation of history and current issues which reflects the contributions and issues of European American ethnic groups, African American ethnic groups, Appalachians, and other groups. The program goes beyond merely reporting achievements of different individuals and ethnic groups to include a broad continuum or framework of objectives and processes. The continuum of objectives which appears in classroom lessons includes:

1. Self-understanding

2. Understanding the personal heritage and the heritage of others, including the knowledge of major Western and non-Western cultures, the specific transformations or adaptaions, transitions, processes, and watershed events of African Americans and Appalachians and the opportunity to study one culture in depth

3. Interpretation of broad history themes and major events with a multicultural viewpoint

4. Understanding and appreciation of the language and culture of the self and others

5. Interaction in the classroom on issues affecting ethnic, cultural group, and gender heritage

6. Involvement in the study of and use of conflict resolution procedures and democratic political processes to help overcome obstacles, confront prejudice, resolve issues, and improve the school and community.

The application of these principles in specific social studies objectives in the Cincinnati curriculum will reflect the model of Dr. Robert Harris, Director, Africana Studies Center, Cornell University, on the transition/acculturation of African Americans from residents of an African culture to the present, the Appalachian community model on the acculturation and transitions of Appalachians in American culture, and the transitions of Germans, English, Irish, Japanese, and other cultural groups in Cincinnati and American history. The study of six multicultural regions is built into the program from K-12.

The Cincinnati model also recognizes the need for analysis of how to prevent inhumanity such as discrimination, slavery, genocide, and the Holocaust in the future. By using analysis models such as the Oppressor/Victim/Bystander/Caring Person model from Cincinnati teachers, Dr. Steve Sunderland, Professor of Social Work, University of Cincinnati, and the Cincinnati Interfaith Holocaust Council, important value and moral issues can be studied. Processes to reduce prejudice and resolve conflict will help young people develop important peace-making and decision skills to improve multicultural relations.

Proposals of Dr. Etta Ruth Hollins, Professor of Education, California State University Eleanor Hicks, Advisor for International Liaison, University of Cincinnati, and others have helpe in shaping the continuum of processes and skills identified above from self-understanding to involvement in the study and use of conflict resolution. Strategies are being planned to aid the teacher helping young people learn to interpret a historical event with a multicultural and

nonsexist viewpoint and plan student interaction in the classroom on multicultural issues. Finally, the Cincinnati model includes the development of and appreciation to diverse cultural adaptations in the history of English and the language and culture of diverse cultures in American society.

Geographic Education

The new geographic education program will include a systematic attention to the teaching of basic and advanced national geography themes or concepts, geographic skills, technology such as remote imagery and its application in the study of historic and current places, events and issues. Concepts and skills studied with the help of Dr. Mary Haas, Professor of Education, West Virginia University, were identified from state and national needs assessment including the Ohio Proficiency Test and the National Assessment of Educational Progress. The social studies lessons include student understanding of the context of what is being studied at that place and that time and its linkage to other events.

Technology including the computer for developing data bases, word process position papers or analysis, and spread sheets for use in simulations or economic analysis are used as appropriate. Video cassette recorders, camera, and video disk players are accessible to help students gather, study, and present data and information learned. Participation in geographic competitions such as the state Geography Bee is encouraged.

Citizenship and Law Education

Citizenship education or "participatory citizenship" for Cincinnati young people is more exciting, interesting and meaningful as a result of the committee's work and the help of Dr. David Naylor, Professor of Education, University of Cincinnati. All students are considered to have been selected for the position of Office of Citizen. This role carries with it certain responsibilities which students learn through the guidance of their teachers throughout the grades. These responsibilities range a continuum of levels of responsibility and commitment from a basic knowledge of government to involvement and commitment to self and society improvement.

The responsibilities of persons holding the title Citizen include

1. Gain a basic knowledge of the American system of government and heritage needed to function as citizens in the next century and to succeed on very specific and important tasks such as the Ohio Proficiency Test on citizenship

2. Make responsible decisions based upon the democratic and ethical principles of American society

3. Participate in the American political processes through such activities as government process observation, voter registration, elections, and political forums or campaigns

4. Demonstrate positive qualities toward others by working to promote positive group processes, working to reduce prejudice and group conflict, and mentoring in the school and community

5. Work to improve the social/natural environment through school service and problem-solving, community service, and environmental action

6. Assume responsibility and initiative for personal discipline and growth through student leadership experiences, academic achievement and planning, job shadowing and career planning.

Experiences are planned for each grade level consistent with student maturity and the subject being studied. In the primary and intermediate grades, citizenship experiences along the continuum of responsibilities are mostly teacher-planned with student suggestions as appropriate. As students progress through the middle school and mature, they are expected to assume increasing responsibility in the planning and decision process with the teacher. The classroom teacher at each grade level introduces the citizenship expectations, as appropriate, to develop the participatory experiences from the processes identified above on the continuum of responsibilities. Specific expectations in a course on government would differ from the expectations in a world history class. At the high school level the following planning suggestions may be useful for teachers or departments:

1. Introduce the participatory citizenship responsibility as appropriate to the subject being studied. Suggestions are included in each curriculum guide to help teachers of that subject.

2. At the secondary school level where interdisciplinary teams exist, interdisciplinary planning of experiences is encouraged in recognition of the interdisciplinary nature of citizenship.

3. Student subject-related participatory activities outside the classroom are phased in rather than started in all subjects at one time. Pilot activities in one subject, such as government, should be used to avoid mistakes and build on successful experiences in other subjects.

Opportunities are also provided for special enrichment experiences in law and government education. Among the available opportunities are special competitions, such as the Citizen Bee and the Mock Trial. Partners in law programs are planned as well as the well-known and popular Youth in City Government Program. Pilot programs are also encouraged such as the Sports and Law Program and other programs planned in connection with legal and government agencies and organizations. Student participation in law education programs outside the classroom (e.g. field trip to a court trial, voter registration or election activities, or peer tutoring for the citizenship proficiency test) can be considered by a teacher as appropriate participatory experiences for a subject. Suggestions for specific student participatory experiences related to the subject or grade level are included in each curriculum guide to aid the teacher planning the course. The range of exciting opportunities for students to apply what they are learning about government and citizenship in the social studies program helps to motivate student interest, improve decision-making, and shape positive citizenship behavior in the world outside the classroom.

Economic Education

A large variety of economic education experiences is planned to help students achieve the state-recommended economic education objectives in grades K-8. Economic units are integrated with the history or social studies units being taught at each grade level. Programs which excite students such as Community Publishing are being reviewed to determine the most appropriate programs to use. Ideas and resources suggested by Dr. Douglas Haskell, Acting Director, Greater Cincinnati Council of Economic Education, University of Cincinnati and the Junior Achievement organization were reviewed by the committee and will now be reviewed for possible use in developing curriculum for implementing the course of study.

Community resources are useful as teachers develop lessons to help students see the value of and excitement of learning economic concepts and skills. Resource persons, special materials, special seminars, and competitions are among the approaches used to motivate and educate students and teachers about economics. The economics program is enhanced by help from government agencies such as the Internal Revenue Service, and other groups such as the Greater Cincinnati Council of Economic Education, Junior Achievement, businesses and labor uniors, and other groups. The recently offered advanced placement program challenges students who wish to learn college economics while still in high school. Student scholarships, subsidized teacher training, teacher incentives, special seminars and contests further enrich the economic education program.

Multidisciplinary and Interdisciplinary Links

Social studies teachers reach out to knowledge and skills in other disciplines as they cooperatively plan projects to enhance student learning in the new course of study. In addition to the traditional connections with reading and language arts, the course of study provides experiences which foster cooperation with science, health, mathematics, other languages, art and music.

1. Reading/language arts

   Many opportunities exist for linking social studies lessons with reading and language arts. Multicultural literature which is now used at each grade level can be coordinated with the teaching of history lessons and the development of a major theme or program objective. Team interdisciplinary planning can also provide opportunities for supporting the development of communication, research, thinking and study skills objectives in social studies--content reading and required trade book or other outside readings, writing process projects, oral presentations and debates, listening skills, and projects which develop skills in using media, technology, and library resources. Social studies teachers may also find the planning of interdisciplinary projects with English teachers on how English has evolved, how culture affected the development of dialects, how words have changed by historical events, and how features of culture which help students learn to appreciate and know more about language and culture will be beneficial to students. Story telling and poetry written by students or others related to history events can increase the intensity of the student's interest in history or communication.

2. Science and health/mathematics

Opportunities exist for linking social studies lessons science and mathematics lessons are planned. Science in society projects are being proposed by scientific disciplines nationwide which require cooperative teaching of the value and problems of technology, invention process and inventions in history, remote sensing and its value in predicting and controlling earth crises,and the social, political, and economic effects of hunger and disease. When mapping, charting, graphing, and surveying (polling) skills are practiced, mathematics or science links can be practiced.

3. Other languages

Social studies teachers are not expected to be fluent in other languages, but opportunities exist in introducing and exploring a culture to introduce simple language expressions of people who live in the culture. Elementary overviews of selected language expressions are expected to help enhance student interest in learning more about other cultures and may also develop an increased interest and appreciation for language. As feasible teachers are encouraged to plan interdisciplinary links with the cultures of other languages, most of which are taught in the school system. Among the introductory lessons which might be planned are the following links:

K - Japanese culture and language orientation
1 - Spanish culture and language orientation
2 - Cambodian culture and language orientation
3 - Native American culture and a language orientation
4 - German and Hebrew culture and language orientation
5 - French and Swahili culture and language orientation
6 - Latin, Chinese, Arabic, and Russian culture and language orientation

4. The Arts

Links to art and music occur throughout the study of human history and the social studies curriculum. As students study the diversity of human cultures, characteristics of major civilizations, and the variety of human expression about issues and conflicts, lessons linked to the visual arts and music help enrich the students' knowledge.

Methods and Teaching Strategies

Social studies teachers use a variety of methods in the classroom to help students develop concepts and skills. The traditional teaching strategies identified below will continue to be used in appropriate learning situations. The use of commercial workbooks, writing or reading without purpose, audio visual aids, software, and resource persons not related to the goals of the course of study are discouraged as teaching strategies. Teachers use more than one strategy in each lesson and consider the age and abilities of students when planning the lessons. A minimal lesson includes one or more subject objectives, teaching strategies, and a plan for evaluation. Quite often homework which stimulates student interest and extends the lesson is part of the social studies lesson.

1. Traditional instructional strategies used in the social studies classroom
   a. reading--textbooks, original source accounts, reference books, and trade books
   b. writing--communication, assessment, and special writing process projects
   c. oral--persuasive speaking including individual talks, panel and debates
   d, teacher lecture and interactive questioning
   e. map activities
   f. library activities-reference books, nonfiction, biographies and novels
   g. group process activities
   h. audiovisual aids
   i. chart and graph interpretation--census data and other
   j. role play and simulation

In addition to the traditional methods listed above, social studies teachers also use newer strategies as appropriate to implement the program and help students achieve the objectives.

2. Strategies to receive more emphasis in the new course of study
   a. cooperative learning, peer tutoring, and group critique
   b. collaborative and strategic planned interdisciplinary team activities
   c. student-initiated projects with teacher guidance
   d. formal competitions (e.g. History Day, Citizen Bee, Geography Bee, essay contests, stock market game, and mock trials)
   e. interpersonal and intergroup activities including conflict resolution
   f. research--personal heritage, oral interviews, opinion support research, opinion polls, original source historiography, hypothesis testing, and formal academic research
   g. project-oriented activities (especially at the elementary and middle schools)
   h. technology (computer, telecommunications, videodisk, video)
   i. linking activities--linking past activities; linking past/present
   j. student leadership activities
   k. articulation of program goals
   l. participatory citizenship activities
      - issue analysis, problem solving, and process evaluation
      - school problem solving
      -. school and community service activities (e.g. peer tutoring, etc)
      - government observation processes
      - voter registration and political election participation
      - confronting prejudice and inhuman behavior activities
      - environmental improvement activities
   m. graphic organizers including the structured overview
   n. in-depth interdisciplinary seminars with outside resource persons and academic coaching
   o. use of modern map construction, map and remote imagery interpretation techniques
   p. humanities strategies--music, poetry, literature, and art of historic periods
   q. time and timeline activities
   r. moral dilemma and value analysis
   s. language related activities--whole language instruction, vocabulary and word origins, language/culture appreciation, and story telling
   t. world issue log-keeping and specialization

Technology, Equipment and Learning Material

In addition to the special program features which focus on subject areas and methodology, the social studies course of study contains the expectation that the social studies classroom will have the equipment and materials necessary to teach the important concepts and skills necessary for citizenship in the twenty first century. The basic equipment needs of the social studies teacher include that technology which allows the student and teacher access to lessons which cannot be accessed with traditional technology. Map and globe needs are identified, so that students will learn the world of today, including the physical and cultural geography of historical and current events and issues. Textbooks and learning materials which provide the necessary original source accounts, literature, poetry, art and music should be part of the learning environment for each student.

1. Technology

Computers and video technology provide important components to the instructional delivery component of the new Cincinnati social studies course of study. Computer, videodisk, telecommunications, and liquid crystal display access for each teacher provide important lesson interactive capabilities for presenting world event and historic simulations that challenge student thinking skills. Data base development, word processing, spread sheet computation of cross culture comparisons, and record and assessment instrument storage further enhance teacher capability to deliver creative and modern instruction.

Video camera, recorder, and audio recorder access are also important technology components for the social studies classroom. When conducting oral history interviews, taking opinion surveys, and presenting video material to illustrate concepts, video and audio technology are used extensively by teacher and students. Grade level or department access to traditional equipment including carousel slide projector, 16 mm projector, and photocopy machine are also resource needs of the social studies teachers. Secure storage for social studies equipment is expected, along with provision for maintenance.

2. Maps and Globes

Minimal equipment for each social studies teaching station is expected to teach social studies in the 21st century. This equipment for each classroom varies by grade level but the following minimums are recommended:

a. Primary grades

- 1 globe (16 inch)
- simplified world, United States, city and neighborhood wall maps

b. Intermediate grades

- 1 globe (16 inch) physical/political
- world, United States and city wall maps
- Ohio wall map at grade 4
- contour maps and aerial photos of Cincinnati and neighborhood for grade 4
- one set of region/continent maps to be shared by all intermediate grades

c. Middle school grades

- 1 globe (16 inch) physical/political
- world and United States wall maps
- Ohio and Cincinnati wall maps for grade 7 classrooms
- contour maps, aerial photos, and remote imagery maps of Cincinnati to be shared by all middle school classrooms
- one set of region/continent maps to be shared by all middle school classes

d. Senior high school

- 1 globe (16 inch) physical/political
- world and United States wall maps
- 1 set of region/continent maps to be shared by senior high classrooms
- 1 set of world history wall maps to be shared by all classrooms
- 1 set of U.S. history maps to be shared by all classrooms
- contour maps, aerial photos, remote images and special purpose maps to be shared by all classrooms

3. Learning Materials

It is the responsibility of the school system to provide the basic learning materials for use by the teacher in the social studies classroom. Learning materials are defined as those textbooks, readings, kits, and other materials recommended by the reviewing committee as needed to teach the course. Beyond the minimum texts and other materials needed, each teacher working with the school librarian and principal builds a resource collection to extend the basic learning materials provided by the school system. Supplemental materials may consist of small sets of current events materials, readings, kits, and other materials which help to enrich the lessons but are not considered required.

Section 2

PHILOSOPHY

Cultural diversity enriches our city, state, and nation. Cincinnati classrooms today bring together young people of many backgrounds with a broad spectrum of life experiences. To capitalize on this strength, the Cincinnati Public Schools must provide a meaningful and effective social studies program that enables all students to acquire essential understandings to assume the lifelong Office of Citizen, to subscribe to the positive values from our past and present and to discharge the responsibility of participatory citizenship in the future.

The K-12 Social Studies Program demonstrates a strong commitment to a multicultural approach to learning which incorporates respect for cultural diversity in our nation and the world. The underlying principles of this approach are based upon knowledge and skills that allow students to function cross-culturally and to develop self-understanding, self-esteem and pride in our heritage.

The K-12 Social Studies Program reflects the commitment of the Cincinnati Public Schools to improved academic achievement through the belief that all students can learn. Beginning in kindergarten this program provides background knowledge which is an essential part of literacy. Numerous and varied opportunities are provided for students to pursue their unique interests.

History is the integrating subject of the social studies program. Within the context of history, the formulations and insights of the social sciences take on drama, relevance and significance. Students learn geography, economics, and citizenship in an environment in which the recurring themes are taught. These themes which are vital in the search for understanding of ourselves and others, include:

Civilization, cultural diffusion, diversity, and innovation
Human interaction with the environment
Values, beliefs, political ideas, and institutions
Conflicts, conflict resolution, and cooperation
Comparisons of significant historical developments
Patterns of social, economic and political interaction

Finally, history is the organizing element upon which the coherence and usefulness of literature, languages, science, mathematics, and the arts depend.

The K-12 Social Studies Program with a strong multicultural approach equips students with the basic knowledge, attitudes, skills and values necessary to participate as active and effective problem-solving citizens in a global society and encourages all students to reach their potential.

PROGRAM GOALS

I. Demonstrate an understanding of the development of and interaction among major civilizations

II. Evaluate ways humans interact with the environment

III. Compare values, beliefs, political ideas and institutions within historical and contemporary situations

IV. Evaluate types of conflict and methods of conflict resolution

V. Interpret significant historical developments

VI. Analyze patterns of social, economic and political interaction

PROGRAM/COURSE LISTINGS

Note: The committee supports the Ohio State Board of Education's recommendation that three social studies units should be required for graduation. The three units* required would be those recommended by the Ohio Board of Education--American History, World History, and American Government/Economics. Advanced placement courses may be offered at all schools, and may be substituted for core courses in U.S. History, American Government, and Economics.

Core Scope and Sequence System-Wide

K	-	Learning and Working Today and Long Ago
1	-	A Child's Place in Space and Time
2	-	People Who Make a Difference
3	-	Famous People, Legends, Celebrations, and Traditions
4	-	Cincinnati History/U.S. Regional Geography
5	-	U.S. History
6	-	World Civilizations & Geography
7	-	World History (500-1500)-1st sem; Ohio Hist & Govt-2nd semester
8	-	American History & Govt to 1877
9	-	Modern World History (1500-2000)
9	-	Modern World History AA
10/11	-	U.S. History
10/11	-	U.S. History AA
10/11/12		U.S. History AP
10/11	-	American Government (.5)/Economics (.5)
10/11	-	American Government AA (.5)/Economics AA (.5)
10/11	-	American Government AP (.5)/Economics AP (.5)

Regular Program Electives Which Can be System-Wide

10	-	Civics (intervention elective for unsuccessful citizenship test students) (.5)
10/11/12	-	Ethnic and Cultural Issues (.5)
10/11/12	-	African and African American History & Culture
10/11/12	-	Appalachian History & Culture (.5)
10/11/12	-	World Problems (.5)
10/11/12	-	Philosophy (.5 or 1)

College Level Program Electives Which Can be System-Wide

10/11/12	-	U.S. History AP
10/11/12	-	Art History AP
11/12	-	European History AP
11/12	-	Psychology AP
11/12	-	American Government AP (.5 or 1 yr)
11/12	-	Comparative Government AP (.5 or 1 yr)
11/12	-	Economics AP (.5 or 1 yr)

* The specific courses taken to complete the three units needed for graduation may vary at Walnut Hills High School.

SEQUENCE AND LEVEL/COURSE DESCRIPTIONS

K- Learning and Working Today and Long Ago*

In kindergarten the children begin to understand that school is a place to learn and work. It is time to develop good social behavior in the classroom so that children will have positive learning experiences. Students also explore their world in relationship to their family and friends. The first goal of the curriculum is to explore the need for rules in the classroom, school, community and country. Students learn why we have rules, how rules help us get along with others and how alternative behaviors get different results. Another goal is to help children build a sense of self and self-worth and by assuming individual and group responsibilities in classroom activities. Finally, through well-selected literature, kindergartners begin to develop a sense of historical empathy by comparing themselves with people of times past. Opportunities to explore Japanese language and literature are used to enrich the kindergarten curriculum.

1- A Child's Place in Space and Time*

Children in the first grade learn more about how important it is for people to work together and to accept responsibility. Students learn that working together involves planning, cooperation, respect for the opinions of others and problem-solving skills. The children's growing sense of place and spatial relationships makes it possible to develop a deeper geographic understanding of places and the interrelationship between places both near and far. It is time for new economic learning which focuses on the goods and services that people want and need and the specialized work that people do to manufacture, transport and market such goods and services. The first grade curriculum continues to develop an understanding and appreciation of cultural diversity through a literature-enriched program beginning with literature of the cultural groups represented in the classroom and then moving to the literature of Spanish-speaking people and other cultures.

2 - People who Make a Difference*

At this level, children are helped to develop a beginning sense of history through an approach that is understandable and interesting. They develop an appreciation of the many people who make a difference in their lives, those who supply their daily needs, and those who have helped make their world a better place. Children develop basic economic understandings of human wants and needs and the concepts of interdependence, as they learn how different people within a community depend upon one another. Multicultural understanding and appreciation are enhanced through reading and listening to biographies about the lives of people living in many cultures who have made a difference. An introduction to the language and culture of a refugee population, such as the Cambodians, helps to enrich multicultural learning at this level.

3 - Famous People, Legends, Celebrations and Traditions*

In grade 3, the history of our nation is learned through meeting people, ordinary and extraordinary, through biography, story, folktale and legend. Children make contact with times past and with people whose activities have left their mark on the nation. Children have continuing opportunities to enjoy the literature that brings to life the people of an earlier time. Children compare the past to changes underway and identify some issues that are important to their immediate community. Issues that are expressions of early people of North American civilizations are explored in both historical and geographic perspective. Children develop an appreciation for the ideals of the American heritage.

4 - Cincinnati History/U. S. Geography*

Children begin their first chronological study of history by learning about Cincinnati from prehistory to the present. The cultural diversities of the people of Cincinnati, including introductory literature and language expressions such as German and Hebrew, the issues which divided and united them, and the way they worked and played are studied in the first half of the year. The students then begin to study the geographic regions of the United States and the major Native American civilizations who inhabited them. They learn how people make a living, and the important landmarks and geographical features which help identify the region. The linking of geological regions to each other and the world are studied, along with some major issues from the news affecting the lives of children at this age.

5 - United States History*

In grade 5 students complete their first systematic study of the United States from colonization and development of the new nation to the present. The past and present are linked throughout the course as students study the diversity of peoples who have contributed to the heritage and present life of America, including: exploration and colonization, independence, westward movement, slavery and the transformations of African Americans, settlement and transformation of Appalachia, Civil War and Reconstruction, industrialization and immigration, Depression and World War II, Post War, and contemporary life in America. Students begin to apply the thinking skills, multicultural attitudes, geographic and economic events and concepts to explaining the meaning of historical events. Introductory interdisciplinary links to French and a West African culture and language help enrich the multicultural story of the nation. Some critical citizenship concepts are introduced at this grade to provide students a preliminary understanding of ideas deemed important by the State of Ohio on proficiency evaluations in later years.

6 - World Civilizations and Geography*

At this level students connect the classical civilizations of the ancient past to the present. The geographic context of world civilizations and its effects on history are emphasized through the study of events that shaped our modern world. The beginnings of civilizations including Egypt, Greece and Rome are followed by the rise of European civilizations and the global spread of western thought, concluding with modern day Europe and the Soviet Union. The study continues with ancient African, Asian and Mezzoamerican civilizations, all linking the past to the present. The units are both historical, from early times to modern day, and geographical, advancing across continents. There is an emphasis on links and contributions of early western and nonwestern people from different cultural groups to the world today.

7- History 7*

During the first semester of grade 7 students continue their study of world history which began in grade 6. The course starts with students looking at clues and learning how historians and archaeologists use different types of source materials to interpret the past. Examples of how geographic factors can affect history are introduced built on the national geography themes. Geographic features for the major civilizations studied precedes the study of their major historic events, decisions, and themes. During a brief review of the ancient civilizations already studied, students practice interpreting source materials that help them learn to link the past and the present using examples from law, literature, philosophy, religion, language, technology and the arts of ancient civilizations of Rome and the Islamic Middle East. Important regional historic civilizations of the Americas, western Africa, China, and Europe are then studied. The Europe unit is followed by the study of the Renaissance, Reformation, and the Scientific Revolution.

The second semester includes the study of Ohio history, government, geography, and culture and marks the beginning of one and one-half years of Ohio and American history which concludes at the end of grade 8. Critical events in Ohio's settlement including geographic factors and progress toward statehood, division over slavery and the Civil War, industrial developments, Progressive era of government reform, and cultural achievements of its diverse people are related to the important historical themes of the social studies program and linked with the student's life today. The Ohio system of government including the legal system, related responsibilities and rights as participating citizens, and highlights of significant documents (e.g. Northwest Ordinance and Ohio Constitution) provide the student with important concepts for future studies, examinations, and life in the Office of Citizen.

8 - American History & Government to 1877*

In grade 8 students continue their systematic multicultural study of American history by connecting the past to the present with the issues and decisions which shaped historic and current events. From the pre-Columbian civilizations through Reconstruction, students apply geographic and economic concepts to interpreting historic events which affected the present. Students learn to apply concepts from the Constitution and government to enhance their chances of success on the citizenship test which is given in the ninth grade. The course concludes with a unit looking ahead from Reconstruction to the present to see the effects of developing trends and issues such as civil rights, technology, and world interdependencies. The story of the transformation or adaptation of African Americans, Appalachians and others continues.

9 - World History (1500-2000)*

This course provides students with the background knowledge necessary to understand the position and role of the United States in the world and to introduce students to the role they will play as citizens of the global village. The course begins with a review of basic geographic concepts such as place, location and movement. Students learn to orient themselves within Cincinnati, Ohio, the United States and the world and discover and trace global patterns using both physical and human geography. Students then develop a working definition of culture and the "universals" of all cultures which are applied throughout the course when interpreting significant historical events. Basic economic factors such as scarcity, choice, and the basic economic questions facing different economies are studied ,as examples of the significance of economic forces on historic events. Students review the origins of human time and the development of the earliest cultures throughout the world down to the classical civilizations which are examined in the light of their contributions to the development of western civilization. The review of the Middle Ages and the early modern periods provides students with highlights of watershed events which set the stage for events in the modern world.

The course emphasizes the rise of modern nations, technical and commercial revolutions, colonialism, world conflicts, the rise and fall of totalitarianism ideologies and governments, twentieth century nationalism in Africa, Latin America, Eastern Europe, and the Middle East. Contemporary world issues will provide the focus of the last quarter. Students learn to study these issues including their historic roots, multicultural interactions and current trends. Also, students learn to make predictions concerning these current issues using their critical thinking tools. The dangers of human inhumanity as illustrated in the watershed events of slavery, the Holocaust, totalitarian regimes and Apartheid are confronted. The philosophies and multicultural arts of world civilizations are used to trace the intellectual growth of civilization. Finally, students study the development of the democratic ideal throughout history and its impact upon current events.

9 - World History (AA)*

This course parallels the review, topics, and chronological time period of the world history course taught at this grade level but provides the more challenging academic requirements needed for them to succeed in advanced placement courses. Students preparing for advanced placement courses in higher grade levels may take this course to extend their advanced writing and reading skills, interpret more advanced original source accounts, understand better how different historians may interpret a historic event differently, and compete with high expectations in academic competitions. Successful completion of this course is acceptable as the required world history course in the core sequence.

10 - Civics (1st semester intervention--.5)

Students who do not succeed on the grade 9 Ohio citizenship test may elect to study civics and government to review essential understandings needed to succeed on the exam. In addition to exam preparation students learn basic citizenship and government concepts needed to continue their study of government. Students optioning for this intervention remediation credit are also expected to complete the three social studies units required for graduation.

10/11 - U.S. History*

In this program students review American history from the earliest period and connect the past to the present using links with significant events in Cincinnati history and the contemporary world. The importance of geographic themes and economic decisions which affected U.S. history are an integral part of the course. Basic concepts include the significance of democracy, civil liberties, highlights of the Constitution, changes in the status and achievements of the African American and other cultures that have made the United States great, as well as the identification of the problems and decisions which influenced the past and present.

In the last three quarters of the course, students study the factors that led the United States to become a world leader, the major decisions, events, and people since 1900 which have affected how Americans lived in a multicultural society, major themes such as the changing role of governments, movements for civil liberties, growing internationalizing of companies and the economy, effects of technology on lifestyle and the environment, and others . To the extent feasible students gain self, group, and national pride, as they learn of their personal heritage and role as a participating U.S. citizen.

10/11 - U. S. History AA

Students seeking extensive academic challenges which prepare them for advanced placement courses in grade 12 may take this course. The themes and content emphasis parallel the regular U.S. history course taught at this level, but students read additional original source accounts, practice oral history interviews, extend their learning and apply the basic principles of historical interpretation, analyze different interpretations of historical events, and write critical essays. Experience with document-based questions and use of specialized historical research skills in historical collections in libraries is included. Successful completion of this course fulfills the core requirement for a year of U.S. history.

10/11/12 - U. S. History AP

This advanced placement course is intended for students who wish college level credit. Students study their American heritage in depth from the period of the colonial period to today, including the founding of the U.S. and the significance of democracy and the Constitution, development of the city and states, Civil War, slavery, and Reconstruction, industrialization, emergence from isolationism in 1900, foreign policies of wars and peace and changing ideologies and alliances in the 20th century, Great Depression and changing role of government, Civil Rights movement, changing roles of technology and the arts, immigration, and the changing international economy. Success in the course requires extensive work and the application of advanced study skills to challenging readings, critical essays, document-based questions, and understanding how historical events can be interpreted differently. At the end of the course, students are expected to take the advanced placement examination to determine eligibility for advanced college credit. Successful completion of this course completes the core requirement of a year of U.S. history.

10/11 - American Government (.5)/Economics (.5)*

This program of government and economics is in reality two semester courses which fulfills the state requirement on these areas of study. American Government completes the student's historical, cross cultural and contemporary study of the governmental processes and institutions which affect the citizen's willingness to assume the participatory responsibilities of the Office of Citizen. At this level students are expected to interact on citizenship and multicultural issues and get involved in the observation, statement of views, and legal processes for influencing government and citizen decisions. The study of government includes the Constitution, structure and processes of the branches of government at the national, state, and local levels, how government is influenced, and applications of government in everyday life. Issues which challenge and improve government from civil rights to fiscal responsibility help the student better analyse citizenship issues. Participatory citizenship experiences on government observation, voter registration, election and political involvement are cooperatively planned by the teacher, parent and student to extend the student's knowledge of government.

The study of economics includes the study of basic concepts and questions needed to understand economics and economic systems, along with the various processes and factors needed for making good economic decisions. The course begins with a review of basic economic concepts learned in the student's study of economic factors which affected historical events. In addition to the basic economic concepts of scarcity, economic choice to allocate resources, and decision-making to improve economic efficiency, students study the relationship of demand and supply, how firms organize and compete through pricing of goods and other factors, how the economy as a whole functions and is measured, money and banking, business cycles, the role of government, how international trade affects the economy, and how different economic systems can be compared with the market economy. As appropriate job shadowing experiences may be planned at this level to help the student with career planning decisions Completion of these semester courses helps prepare students for success on the grade 12 citizenship test which will be given by the state of Ohio in 1994.

10/11 - American Government AA (.5)/Economics AA (.5)

This course parallels the course content with the government and economics courses taught at this level but extends the academic challenges for students who may be planning an advanced placement course experience in a later year. Advanced readings beyond the text, planning, conducting, and interpreting political and economic surveys, analysis of election, political unit, and demographic data are included to increase the level of analysis. Students are asked to prepare and analyze one political and one economic case study using the writing process for class analysis. The use of technology including the personal computer is guided and encouraged. Successful completion of these semester courses completes the student core requirement for government and economics.

11/12 - American Government AP (.5)/ Economics AP (.5)

This college level course provides students the opportunity to complete their government requirement while gaining college credit, with successful completion of the spring examination. The course surveys the branches of government, political processes, political parties, civil liberties, civil rights, role of the media and interest groups. Students learn the techniques used by political scientists including analysis, survey interpretation, and evaluation of political documents and communications.

The advanced placement economics program provides students the opportunity to study college level economics at the high school level. Microeconomics study may be offered for a semester at the college level to help students understand the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. Macroeconomics is a separate full semester study to help students understand the economy as a whole. Particular emphasis is placed upon the study of national income and price determination, along with the concepts of economic performance measures, economic growth, and international economics. A student who completes both economic semesters will receive a full unit rather than a half-unit of credit. Students who complete the government and one economics advanced placement have successfully completed their core requirement in these subjects.

11/12 - Comparative Government AP (.5)

Students in this college level program study the countries of Great Britain, France, Soviet Union, China, and either India, Mexico, or Nigeria. The course focuses on the sources of power in each government, cleavages, political principles of that form of government, the framework and scope of government processes and the process of political change. At the completion of the course students are expected to complete a test for college level credit.

11/12 - Economics AP

The advanced placement economics program provides students the opportunity to study college level economics at the high school level. The course may be taken for one or two semesters as described in a previous government and economics course description. The purpose of the advanced placement course in microeconomics is to help students understand the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. The second semester of a full year course focuses on macroeconomics which provides students with an understanding of the economic system as a whole. Particular emphasis is placed on the study of national income and price determination, along with the concepts of economic performance measures, economic growth, and international economics.

10/11/12 - Ethnic Studies: Ethnic and Cultural Issues (.5)

The ethnic and cultural issues which divide human ethnic groups are the focus of this course. Research on important ethnic topics, institutional and legal factors, case studies from history and contemporary events, and conflict resolution in and out of the school help students learn to extend their knowledge of history and human behavior. In addition to ethnic issues, issues associated with gender, religion, and social class are examined.

10/11/12 - Ethnic Studies: African and African American History and Culture

This course includes approximately one semester of area study on the history and culture of Africa and one semester of study of the achievements and issues of African Americans. The semester on African history includes a unit on the geographic factors in history which have affected the development of various African cultures, ancient Egypt, Ghana, Mali, Songhay, colonial Africa and the slave trade, nationalism movements, Apartheid, and issues facing modern African states.

In this course students will develop respect for African American individuals and culture, learn of the contributions of African Americans, Anglo Americans and others in the quest for equality, learn of different strategies and participate constructively in the political process to improve civil rights for all citizens, distinguish fact and opinion and confront prejudice, understand the significant role of religion within African American culture, describe the unique history of selected African American Cincinnati communities, and identify institutions within and outside the African American community which can work together to improve the quality of life for African Americans.

10/11/12 - Ethnic Studies: Appalachian History and Culture (.5)

This program will help Appalachian and other students better understand and respect Appalachian culture. The course emphasizes the historical, political, economic, and cultural aspects of Appalachian culture. Among the topics studied are the process by which self-understanding and pride are developed in the Appalachian family, how history has changed the political and economic situations of Appalachians, and relations of Appalachians with other cultural groups. The cultural achievements of individuals and groups are identified, as students read both narrative and original source accounts. Students also learn to participate positively in the political process in the Appalachian community.

10/11/12 - World Problems (.5)

Concepts and skills for analyzing issues and solving problems are used in this program to help students gain an understanding of the issues they will face as adult citizens. Domestic issues related to moral, ethical, and legal obligations and conflicts are studied, along with such international issues as the environment, war and peace, prejudice and racism. The problems of relations between nations, as well as the problems of world regions, provide the students with critical information for understanding today's world and making intelligent decisions.

10/11/12 - Philosophy (.5 or 1)

This program introduces students to the great thinkers and ideas of history and today. Philosophy methods of analysis, issues, problems and the application of ethics and moral philosophy to every day life problems are the major aspects of the course. The role of religions as well as the arts are used to help students learn to think and apply the great ideas. Students develop and defend a reflective philosophy of life. Students who take the course for two semesters will study problems of knowledge and philosophy, the relationship of subjects, and the main ideas from western and non-western cultures in more depth.

11/12 - European History AP

This college level program provides students the opportunity to gain college credit by successfully completing the College Board examination in the spring. The course surveys western civilization from 1400 to 1970 including the political, economic, cultural, and intellectual heritage. The changing role of women and minorities, the origins of anti -intellectual movement and forms of racism in European history are also highlighted. Students learn to apply the skills of the historian in reading and interpreting original source accounts, writing critical essays, reading outside depth studies, writing document-based questions, and interpreting history using themes and philosophies.

11/12 - Psychology AP

Students study the methods, approaches, history, and major topics of psychology in this college level course. From the biological basis of behavior to the role of developmental psychology and social psychology, the excitement of learning about human behavior is emphasized. Successful completion of the course includes obtaining college level credit from passing the advanced placement examination.

10/11/12 - Art History AP

Art history is a specialized college level course which emphasizes the interpretation of the visual arts. The chief goal of the program is to assist the student in understanding and appreciating key examples of architecture, sculpture, and painting as historical documents. The specific objectives acquaint the student with the historical context within which great art has been produced and to develop skills necessary for recognizing and critically evaluating and comparing art works. Students are expected to achieve satisfactorily on the advanced placement exam for college credit in the spring.

* Program levels and courses marked with an asterisk are the expected sequence of studies for students in social studies in the Cincinnati Public Schools. Some variation occurs beginning with grade nine as students begin preparing for completing college level programs in keeping with individual needs. In grades 10- 12 a full program of electives is offered which provide culminating advanced studies preparing students for participating citizenship and further studies beyond high school, if they choose. Students are expected to complete the program scope and sequence, including the study of Ohio and American history in grades 7-8 and the high school graduation requirements of world history (1 unit), U.S. history (1 unit), and government and economics (1 unit) at the senior high level. Local course options exist in some schools.

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations

Program Objective I.A. Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
I.A.1.	Relate examples of the significance of past events of the world today.					*	*	*			*			
I.A.2.	Distinguish between important and inconsequential events in history.					•					*			
I.A.3.	Explain past events as people at that time might have explained the events.(with the understanding that students may give numerous interpretations).	•	•	•	•									

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Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective **I.A.** Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives Students will:	K	1	2	3	4	5	6	7	8	9	10	11	12
								History 7		Am. History	World History	U.S. History	Govt./Econ. Electives
I.A.4. Give examples of the interplay of change and continuity in relationships between events in time.						▬	▬	▬	▬	▬	▬	▬	▬
I.A.5. Explain multiple causation of connected historical events without excessively abstract generalizations.								▬	▬	▬	▬	▬	▬
I.A.6. Give examples of how judgments about past events have changed with the passage of time, new information and new interpretations.					•	▬	▬	▬	▬	*	▬	▬	▬

Program Goal I.

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Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
									History 7	Am. History	World History	U.S. History	Govt./Econ. Electives
I.A.7. Discuss how personal character has affected the individual in history.													
I.A.8. Explain historical events in relation to the geography, time, place, and context.	•	•								*	*		
I.A. 9. Identify fact and opinion in social studies text material.				*			*				*		
I.A. 10. Recognize the difference between													
a. historical evidence and assertion				*			*				*		
b. assumptions and facts													
c. analysis and memorization													

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.A. Use history's habits of the mind to analyze critical watershed events of major civilization relation to the events and issues in the world today.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
I.A.11. Respond appropriately to historical questions, debates, competitions, and problem/decision situations calling for historical/current issue analysis.						•	—	—	—	—	—	—	—
I.A.12. Explain the methods and tools of historic investigation.					—	—	—	—	—	—	*	—	—
I.A.13. Discuss the meaning of an historic event using a theory or philosophy of history.								•	—	—	—	—	*

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.A. Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
I.A.14. Read at least two trade books each year in which the historical habits of the mind can be applied—biography, historical novel, or nonfiction.	•												
I.A.15. Complete at least two written products each year using the writing process.	•							*	*	*	*	*	*
I.A.16. Complete at least two planned oral presentations each year, including a short persuasive speech and debate at the high school level.				•				*	*	*	*	*	*

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.A. Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
I.A.17	Demonstrate how new ideas can be created to solve a problem or develop an invention.		•											
I.A.18.	Identify and compare migration patterns of movement of people, goods, and ideas historically and today including why people migrate.						*							
I.A.19.	Explain the conflict between cultures as a factor in the development of political government.					•								
I.A.20.	Explain the impact of critical historical events. a. colonization of America by Europeans b. American Revolutionary War c. establishment of Northwest Territories			•	•				*	*	*	*	*	*
I.A. 21.	Develop an understanding of the reasons for studying history and of relationships between the past and the present.	•	•						*	*	*	*	*	*

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.A. Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8	9	10	11	12	
									History 7		Am. History	World History	U.S. History	Govt./Econ.	Electives
I.A.22.	Recognize and appreciate the multicultural and multiethnic dimensions of civilizations of different times and places and their impact on the institutions of those civilizations.	•	•	•	•							*			
I.A.23.	Describe and analyze the movement of ideas between western and non-western societies and the effects of the same.														12- Af. Am. Hist.
I.A.24.	Apply the principles of critical and creative thinking.														
	a. Identify the fallacies of history.											*			
	b. Apply the steps of issue analysis and problem solving in the solution of an issue or problem.														
	c. Apply language analysis skills to the written ideas of others.														
	d. Analyze extended arguments.														
	e. Use media news and advertizing to identify propaganda and construct counter arguments or positions.														
	f. Construct, analyze, and interpret political polls and predict human behavior, such as elections, based upon a political survey.														

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations..

Program Objective I.B.

Interpret source materials, different historical viewpoints, and compare significant historical events with issues and achievements in the world today.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8	9	10	11	12
									History 7		Am. History	World History	U.S. History	Govt./Econ. Electives
I.B.1.	Compare the rise of two developing countries to two countries with more developed economies.													
I.B.2.	Discuss factors involved in the rise, change or decline of selected major civilizations.										*			
I.B.3.	Discuss the importance of the city in the history of selected civilizations.					*		*			*			
I.B.4.	Discuss the importance of the terms "innovation" and "technology" in specific civilizations.													

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civiliations.

Program Objective I.B. Interpret source materials, different historical viewpoints, and compare significant historical events with issues and achievements in the world today.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
I.B.5.	Use reference tools, technology, and oral interviewing to gather information.										*	*		
I.B.6.	Use information in different forms (e.g. printed, audio, video, computer data bases and documents) when interpreting and presenting the results of historical hypotheses tested.	•	•	•	•	•								

Program Goal I.

Demonstrate an understanding of the development of and interactions among major civilizations.

Program Objective I.B. Interpret source materials, different historical viewpoints, and compare significant historical events with issues and achievements in the world today.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7 History 7	8	9 Am. History	10 World History	11 U.S. History	12 Govt./Econ. Electives
I.B.7.	Listen to a talk by a resource person or historian, take notes, and prepare a report with italics, footnotes, and bibliography on a significant topic affecting more than one civilization.													
I.B.8	Demonstrate basic understandings of historiography, including								•	•	•	*		
	a. interpreting primary source documents and comparing documents when interpreting document based questions.													
	b. recognizing changing patterns of historical interpretation throughout history.													
	c. completing citical essays analyzing secondary source interpretations.													
	d. completing supplementary readings beyond the text for each major unit studied.													
	e. listening to formal lectures, taking notes, and organizing main ideas for retrieval and review.													

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.C. Understanding the meaning of time and chronology.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	History 7 / 9	Am. History / 10	World History / 11	U.S. History / 12	Govt./Econ. / Electives
I.C.1. Identify major historical events within a reasonable proximity of the time of their occurrence: a. founding of Cincinnati - late 1700s b. colonization of U.S. by Europeans c. U.S. independence d. Civil War	•	•	•	•	*	*	*	*	*	*	*			
I.C.2. Describe when a historical event occurred, how it is linked to a contemporary event or issue at that time, and how it is related to a current issue or concept to be remembered personally or as part of our basic cultural heritage.	•	•	•	•						*	*			
I.C.3. Discuss how time has different meanings in different cultures.														
I.C.4. Explain differences in time notation and calendars between some major cultures.														

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.D. Investigate the development of cultural groups over time and as a result of contact with each other.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7 / 8	Am. History / 9	World History / 10	U.S. History / 11	Govt./Econ. / 12	Electives
I.D.1.	Discuss the terms "culture" and civilization" and explain how cultures and civilizations have changed due to technology, education, trade, and other factors.							▬	▬	▬	▬				
I.D.2.	Explain the interaction of civilizations through cultural diffusion.							▬	▬	▬	▬	▬	▬	▬	12-African American Hist. 12-Appalachian Hist.
I.D.3.	Discuss why it is important to appreciate the cultural similarities and differences that exist among societies of different times and places.	•	•	•	•	▬	▬	▬	▬	▬	*	▬	▬	▬	

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans and other ethnic groups to American citizenship in United States history.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7 / 8	Am. History / 9	World History / 10	U.S. History / 11	Govt./Econ. / 12	Electives
I.E.1.	Discuss the achievements and influences of early African civilizations to Cincinnati, Ohio, American, and world culture, including a recognition that	•	•	•	•	•	▬	▬	▬	▬	▬	▬		▬	12-Af. Am. Hist.
										*	*	*		*	
	a. early cultures in Africa including Egypt were among the world's oldest							▬		▬		▬			
	b. the drought in northern Africa which led to the creation of the Sahara Desert had a disruptive effect on the early development of life and culture in northern Africa							▬		▬					
	c. about five centuries before the birth of Christ, Africans were building cities and developing art skills in metals, wood, leather, and glass							▬		▬					
	d. Ghana, Mali, and Songhay were important West Africa civilizations						▬	▬		▬					
	e. African Americans have a rich African heritage that has survived slavery and oppression to achieve equality of rights						▬	▬		▬		▬			

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans and other ethnic groups to American citizenship in United States history..

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
								History 7		Am. History	World History	U.S. History	Govt./Econ. Electives
f. African Americans were able to make important contributions to the arts, religion, military operations, economy, and government in America from the time of the early colonies							■	■	■				■
g. African Americans worked with other Americans and sacrified greatly to escape from and abolish slavery including Harriet Tubman, Frederick Douglass, Sojourner Truth, Harriet Beecher Stowe, Levi Coffin and others					■	■			■		■		■
h. African American inventors like Granville Woods and Henry Boyd and many others have helped improve the quality of life in America					■			■					■
i. Cincinnati and Ohio African Americans, including Robert Duncanson, Wendell Dabney, Artie Matthews, Raymond Dandridge, Charles W. Chestnut, Nikki Giovanni, Peter Clark, Jennie Porter, Marjorie Parham, and Lee Etta Powell and others participated in the rich tradition of the arts, literature, and educations in the city					■			■					■

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans and other ethnic groups to American citizenship in United States history.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
								History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
j. many Cincinnati African Amerians worked hard to gain civil rights, including James Bradley, Edward Jackson, Jr., Melba Goss, Ethel Fletcher, Theodore Berry, Marian Spencer, William Mallory and many more					▬			▬			▬		▬
k. African American churches led in Cincinnati by such leaders as William Allen, George Washington Williams, Fred Shuttlesworth, and others have worked for civil rights while ministering to the spiritual needs of their congregations					▬				▬				▬
l. African Americans from Cincinnati and Ohio like Kenneth Blackwell and Louis Stokes and others have served in leadership roles with the federal government.					▬						▬		▬

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans and other ethnic groups to American citizenship in United States history.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7 / 8	Am. History / 9	World History / 10	U.S. History / 11	Govt./Econ. / 12	Electives
I.E.2	Interpret the four major transitions of African Americans in U.S. history, including	•	•	•	•	•				*		*		*	12-Af. Am. Hist. 12 Ethnic Issues
	a. Africa to America														
	b. Slavery to Freedom														
	c. Countryside to City														
	d. Segregation to Civil Rights														
I.E.3	Discuss the processes which facilitated the four major transformations or adaptations of African Americans in U.S. history, including	•	•	•	•	•				*		*		*	12-Af. Am. Hist.
	a. enslavement														
	b. emancipation														
	c. urbanization														
	d. enfranchisement														

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans and other ethnic groups to American citizenship in United States history..

Subject Objectives Students will:	K	1	2	3	4	5	6	7	History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
I.E.4.. Identify the four important turning points and watershed years in which African American transformations or adaptations took place, including	•	•	•	•	•						*		*	12-Af. Am. Hist
a. American Revolution/1830's/transformation to Afro-Americans									*					
b. Civil War/1890's/transformation to agricultural workers											*			
c. World War I/1940's/transformation to industrial laborers											*			
d. Brown vs. Board of Education of Topeka/1960's/transformation to first-class citizens.											*			
I. E. 5. As part of the study of African and African American History, explain a. geographic factors affecting the development of African culture b. Africa as the site of the origins of human cultures c. early cultures including the Kush, Ethiopians, Ghana, Mali, Songhay and others d. daily life and culture in early civilizations e. Colonial Africa and the slave trade f. slavery in the Caribbean and Latin America													*	

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans and other ethnic groups to American citizenship in United States history..

Subject Objectives Students will:	K	1	2	3	4	5	6	7	8	9	10	11	12
									History 7	Am. History	World History	U.S. History	Govt./Econ. Electives
g. Civil War and slavery in the U.S. including daily life, abolitionist leaders, important events													*
h. famous court decisions and Constitution changes affecting African Americans													
i. importance of religion, the family, and other institutions in the life of African Americans													
j. Reconstruction, Jim Crow, N.A.A.C.P. and the early 20th century													
k. Harlem Renaissance													
l. Civil Rights movement resistance, and violent reactions													
m. common golas, different political viewpoints and voices in the African American community over the last century													
n. distinguishing fact and opinion, stereotypes and cultural traits, misconceptions and prejudice													

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans and other ethnic groups to American citizenship in United States history..

Subject Objectives Students will:		K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives	
I.E.6.	Discuss the transformations or adaptations of prehistoric cultural groups in the United States and Ohio until their disappearance and the importance of the Shawnee, Miami, and other Native American cultures between the seventeenth and the twentieth centuries.				•	•	•		*	*					12-Ethnic Issues
I.E.7.	Describe the transformations or adaptations of the Asian American people who immigrated to the United States and Ohio including a. use of 19th century labor projects - Chinese b. forced relocation and concentration of Japanese Americans in World War II in 1940's c. forced immigration of Vietnamese/Cambodians	•		•		•				*		*		*	12-Ethnic Issues

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans and other ethnic groups to American citizenship in United States history..

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7	Am. History 8	9	World History 10	U.S. History 11	Govt./Econ. 12	Electives
I. E. 8.	Explain the effects, achievements and influences of specific aspects of the lives of Appalachians and Appalachian culture on Cincinnati and American history, including															
	a. geography or location of the Appalachians and its effects						■				■				■	
	b. contributions of Appalachians to American history in the arts, religion, military operations, the economy, and government				■	■	■				■				■	
	c. how Appalachian culture has been affected by urbanization					■	■		■		■				■	
	d. interpersonal and group activities, including the importance of the family/kin	■		■											■	
	e. unique characteristics of the culture						■				■				■	
	f. role of the Cherokee Native Americans including Tecumseh, Blue Jacket, Cornstalk, Little Turtle, and others						■		■						■	
	g. pioneer explorers including Daniel and Rebecca Bryan Boone, Simon Kenton, GeorgeRogers Clark, Jenny Wiley and others						■		■		■				■	
	h. Appalachians in the period of the American Revolution						■				■				■	
	i. the Trail of Tears										■				■	
	j. mountain abolitionists including Levi Coffin, John Fairchild, Harriet Tubman, and others on the Underground Railroad				■		■				■				■	
	k. mountain environmentalists including Ollie Combs and others														■	

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans and other ethnic groups to American citizenship in United States history..

Subject Objectives Students will:	K	1	2	3	4	5	6	7	History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
l. labor organizers including Harry Sims, "Mother" Jones, and others											▬		▬	
m. Great Migration, 1940-60											▬		▬	
n. Appalachian Presidents including Andrew Jackson, Woodrow Wilson, and Cal Coolidge						▬			▬		▬		▬	
o. Cincinnati political and educational leaders including Mayor David Mann, Councilwoman Marian Spencer, Board of Education member Howard Bond, and Principal Orlando Henderson					▬			▬					▬	
p. other leaders											▬		▬	
(1) leaders for equal rights including Michael E. Maloney, Ernie Mynatt, Urban Appalachian Council and others														
(2) Appalachian musicians such as Loretta Lynn, Singing Ritchies, Aunt Molly Jackson, Jennifer Henderson, and others														
(3) Appalachian writers including Mike Henson, Ercel Stidham Eaton, Jesse Stuart, Elliott Wigginton, story tellers Percy Marshall Sr. and Lilly Marge Kelly, writers of Foxfire books, and others														
(4) Appalachian scientists including W. A. Bentley, James Taylor, Deborah Vickers, and others														
(5) Appalachian photographers and film artists such as Malcolm Wilson and Fred Johnson														

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans and other ethnic groups to American citizenship in United States history..

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7 8	Am. History 9	World History 10	U.S. History 11	Govt./Econ. 12	Electives
I. E. 9	Interpret the four major transitions of Appalachian Ameri cans in U.S. history, including: a. Native Americans to foreign Immigrants b. pioneers to farmers c. coal miners to unemployment d. mountains to cities													*	
I. E. 10	Disucss the processes which facilitated the four major trans-formations or adaptations of Appalachian Americans in U.S. history, including a. settlement b. isolation c. industrialization d. urbanization													*	

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans and other ethnic groups to American citizenship in United States history..

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
I. E. 11 Identify the important turning points when Appalachian American transformations or adaptations took place, including: a. Native Americans joined by immigrants from Scotland, Ireland, and Great Britain begin coming to the valley in 1730. b. Appalachian frontier exploration of the 1770's led to family settlements. c. The Civil War and the period of the 1860's to the 1890's brought outsideers and discovery of resource wealth in the mountains (coal boom) d. During the 1940's to the 1960's there was a Great Migration of Appalachians to urban areas due to mechanized mining and to reduce human labor needs.						—			—		—		— *

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Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans and other ethnic groups to American citizenship in United States history..

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives	
I.E.12.	Explain the transformations which occurred in western ethnic or cultural groups over the last two centuries in Cincinnati and in the United States, including a. Scotch-Irish b. English c. German d. Italians e. Greeks f. Hispanic-speaking Americans g. others.					•			*						12-Ethnic Issues
I.E.13.	Analyze the changing role of women in the history of the United States and other major civilizations.										*	*			
I.E.14.	Summarize the achievements of the six geo-cultural groups without ethnocentric bias. a. African-American b. Asian-American c. European-American d. Hispanic-speaking Americans e. Native American Indians f. Pacific Island-Americans											*			

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective **I.F.** Describe selected "great ideas" such as democracy, which have shaped Western and other world civilizations in history.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8	9	10	11	12	
I.F.1.	Compare Western European, Native American, and African ideas concerning freedom and the individual.	•	•	•	•	•	▬	▬	▬	▬	▬	▬	▬	▬	12-Ethnic Studies 12- Af. Am. Hist.
I.F.2.	Discuss the importance of the concepts of science and the scientific method on the thinking of western humans.	•	•	•	•	•	▬	▬	▬	▬	▬	▬	▬	▬	12-World Problems
											*				
I.F.3.	Interpret the significance of the term monotheism and religion in history.	•	•	•	•	•	▬	▬	▬	▬	▬	▬			
											*				
I.F.4.	Describe the origin of the concept of nationalism and its spread among western and non-western civilizations.								•	▬	▬	▬	▬	▬	12-World Problems
											*				
I.F.5.	Describe the origins, central beliefs, and effects of ideologies and revolutions on western and non-western civilizations.							▬	▬		▬			▬	12-World Problems
											*				

History 7 / Am. History / World History / U.S. History / Govt./Econ. / Electives

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.G. Explain each individual's world heritage including significant ideas, people, institutions, and events from important chronological frameworks.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8	9	10	11	12
									History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
I.G.1.	Explain the major world historical time periods and why they are called by those titles													
	a Agricultural revolution (to 4000 B.C.)							▬						
	b. Urban revolution (4000 B.C. to 500 B.C.)							▬						
	c. Great traditions (2000 B.C. to 1750 A.D.)								▬					
	d. Rise of the West (1400 A.D. to 1914)								▬		▬			
	e. World in the Western shadow (1800 to 1945)								▬		▬			
	f. World in conflict (1914 to 1945)										▬			
	g. Problems of the integrated world (1945 to present)										▬			
I.G.2.	Describe major developments that have shaped global experiences over the last five hundred years.													
	a. legacies of Egypt, Greece and Rome							▬			▬			
	b. origins, ideas, and institutions from Judaism and Christianity							* ▬			* ▬ *			

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.G. Explain each individual's world heritage including significant ideas, people, institutions, and events from important chronological frameworks.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	History 7	8	Am. History 9	World History 10	U.S. History 11	Govt./Econ. 12	Electives
c. origins, ideas and influence of Buddhism, Islam, Confucianism											*				
d. distinctive characteristics of African, Asian, and American pre-Columbian societies							*								
e. feudalism and Medieval society															
f. Reformation and Renaissance											*				
g. nationalism, English, French, and American Revolutions											*				
h. Enlightenment including the scientific revolution											*				
i. industrial, transportation, technology, and information revolutions											*				
j. imperialism, decolonization, and ideologies of the 19th and 20th centuries including representative democracy, monarchy, and dictatorship.											*				12-World Problems
k. post-world war approaches to cooperation and interdependence											*				12-World Problems

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.G. Explain each individual's world heritage including significant ideas, people, institutions, and events from important chronological frameworks.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
l. emergence of Japan, Korea, and Asian Rim economies										*			
m. revolutions in South Africa, China, U.S.S.R., Israel, India and Central America, Eastern Europe and South East Asia										*			
n. crises in shortage of food, energy, and natural resources										*			
o. crises in pollution, population, drugs, and health										*			
p. migration and movement of people around the world due to wars, persecution, hunger, disease, climate and other factors.										*			
I.G.3. Identify major individuals, events, and characteristics of historical periods using various reference tools.	•	•	•	•				*	*	*	*		
a. almanacs b. encyclopedias c. dictionaries d. indexes e. government publications f. microfiche g. periodicals h. news sources—papers, magazines, TV,													

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.H. Compare the effects of culture and cultural interaction on the history of English and other languages of major civilizations.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8	9	10	11	12
									History 7		Am. History	World History	U.S. History	Govt./Econ. Electives
I.H.1.	Identify characteristics and simple expressions of the languages of other cultures	•	•	•	▬	▬	▬	▬						
I.H.2.	Explain how culture and historic events such as migration affected the development of words, dialects, and language patterns.					•	•	▬	▬	▬	▬ *	▬		▬
I.H.3.	Identify changing patterns in the process of communication throughout history							▬	▬		▬			

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.J.. Develop knowledge of and an appreciation for the multicultural nature of the literary and fine arts (literature, art, theater, and music) in our society, historically and today.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8 History 7	9 Am. History	10 World History	11 U.S. History	12 Govt./Econ.	Electives
I.J.1.	Identify the arts, literature, folklore, traditions, and music of the world's major civilizations				• *	•	•				*				African American Hist. Appalachian Hist.
I.J.2.	Develop the ability to use multicultural history and traditions in literary and artistic expression.	•	•												African American Hist. Appalachian Hist.

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.K. Appreciate the similarities and diversities among languages, cultures and value systems within the United States and throughout the world.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
I.K.1.	Recognize language patterns that are different from the native language of English and useage in the languages different from English.	•	•	•	•	▬	▬	▬						
I.K.2.	Recognize behavioral patterns of cultures that are different from shared or common culture within the U.S.			•	•			▬			▬			▬
I.K.3.	Function in the sociocultural context in which another language or dialect is used.			•	▬	▬	▬	▬						

12-African American Hist.
12-Appalachian Hist.
12-Ethnic Studies

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.L. Characterize major world civilizations.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8	9	10	11	12	
I.L.1.	Identify ways in which cultures build a common conscience.										*				12-African American Hist. 12-Appalachian Hist.
I.L.2.	Describe and draw tools which have had an impact on civilization.	•	•						*		*				
I.L.3.	Demonstrate an understanding of cultural boundaries.										*				
I.L.4.	Define and give examples of population geography.														12-World Problems
I.L.5	Define and give examples of historical geography, including the effects of shipbuilding and navigation technology, migrations, settlements, and trade for different reasons.										*				
I.L.6.	Characterize the form of government of major world civilizations.										*				
I.L.7.	Characterize the religions and the impact of religions on major world civilizations.	•	•	•	•	•	•	•			*				
I.L.8.	Map routes of interaction between civilizations.										*				12-Appalachian Hist.
I.L.9.	Describe the significance and uniqueness of the major world civilizations.						•				*				

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.L. Characterize major world civilizations.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8 History 7	9 Am. History	10 World History	11 U.S. History	12 Govt./Econ.	Electives
I.L.10.	Map the significant geographical locations/events of major world civilizations: a. Aftican (Egypt, Ghana, Mali, Songhai) b. European c. Chinese d. Mayan							*			*				
I.L.11.	Characterize the geography of major world civilizations.							*			*				
I.L.12.	Describe the economy of major world civilizations.							*			*				
I.L.13.	Characterize the social structure of major world civilizations.										*				
I.L.14.	Evaluate the effects of a rapidly changing means of trade transport and communication on global interaction patterns.										*				12-World Problems

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.M. Discuss the effects of climate and environment upon the social, political and economic developments of the world's major civilizations.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
I.M.1. Interpret the effects of weather, environmental changes and climate on civilizations at different times in history.										*				
I.M.2. Describe the important milestone events in the human use of the environment from 500 C.E. to the present.										*				

Program Goal II.

Evaluate ways humans interact with the environment.

Program Objective II.A. Identify absolute and relative location of places on the earth's surface.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
IIA.1.	Use maps and globes to demonstrate locational and map-reading skills including:	•	—	—	—	—	—	—	—	—	—	—		
	a. cardinal direction										*			
	b. prime meridian				*									
	c. latitude and longitude				*									
	d. grid patterns on contour maps					*								
	e. judging distance					*								
	f. reading the legend				*									
	g. equator													
	h. finding directions													
II.A.2.	Map wilderness, urban, suburban, and rural areas in the U.S.					—	—		—	—				
							*			*				
II.A.3.	Follow the Ohio River from its source to the mouth of the Mississippi identifying along the route				•	—	—		—					
	a. major industries								*					
	b. major landmarks both physical and cultural.													
II.A.4.	Compare the location of Ohio and its relationship to selected areas on the earth's surface.					—	—	—	—	—	—	—	—	—
									*	*				

Program Goal II.

Evaluate ways humans interact with the environment.

Program Objective II.A. Identify absolute and relative location of places on the earth's surface.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7	8	Am. History	9	World History	10	U.S. History	11	Govt./Econ.	12	Electives
II.A.5.	Locate the United States, the U.S. capital, the state of Ohio, Ohio's capital, and the midwestern United States on appropriate maps of the nation, hemisphere, and world.	•	•	•	•		*		*		*		*							
II.A.6.	Demonstrate map-reading skills using cultural, economic, climatic, vegetations, and physical maps.	•	•	•	•			*	*		*		*		*					
II.A.7.	Map rainforests in 1900, 1950, and 1990 and explain the effects of their depletion.																		12-World Problems (.5)	

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Program Goal II.

Evaluate ways humans interact with the environment.

Program Objective II.B. Discuss the human characteristics and physical attributes of places in history or today.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	History 7 8	Am. History 9	World History 10	U.S. History 11	Govt./Econ. 12	Electives
II.B.1. List geographical features of selected landscapes when shown on line drawings: a. land and water b. island c. hill, valley d. river e. river mouth/source f. delta g. plateau h. pennisula i. plain j. coast k. lake l. bay m. mountain n. gulf					▬	*	▬	▬	*	*	▬			
II.B.2. Explain the nature of the earth and its environment a. causes of day and night b. changing seasons c. causes of weather changes	▬	▬	▬	▬	▬	▬	▬	▬		▬				
II.B.3. Use numeric data to show environmental changes in the past and present.		•	•	▬	▬	▬	▬	▬	*	▬	▬	▬	▬	12-World Problems (.5)
II.B.4. Identify the natural resources of selected places which influence the quality of life in that region.			▬	▬	▬	▬	▬	▬	*	▬	▬		▬	
II.B.5. Identify major landmarks and their role in the environment.				▬	▬	▬	▬	▬	*	▬	▬			

Program Goal II.

Evaluate ways humans interact with the environment.

Program Objective II.B. Discuss the physical and human characteristics of places in history or today.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
								History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
II.B.6. List physical features which influence the location of communities in the U.S. and around the world: a. Great Lakes d. mountains b. Gulf of Mexico e. oceans c. rivers f. deserts									*				
II.B.7. List and explain the influence of geographic factors on history and current events including:								*	*	*	*		
a. climate and changes in the physical environment													
b. transportation routes													
c. frontiers and boundaries													
d. habitat and the distribution of useable water and other natural resources													
e. location of towns, cities, agricultural, and economic activities													
f. features affecting national defense and safety from natural disasters													

Program Goal II.

Evaluate ways humans interact with the environment.

Program Objective II.B. Discuss the physical and human characteristics of places in history or today.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
									History 7	Am. History	World History	U.S. History	Govt./Econ. / Electives
II.B.8. Describe the influence of climate, resources, and topography on the American economic, social, and political organization from pre-Columbian civilizations to the present.									*				
II.B.9. Describe and locate on a map of Western Europe, Eastern Europe, Middle East, Asia, Africa, the Americas, Australia, and the Pacific Islands the following:								*		*			
a. natural and political subdivisions							*						
b. climate regions and how seasons change where they exist													
c. unique features which affected the area's history or current issues													
d. physical regions													

Program Goal II.

Evaluate ways humans interact with the environment.

Program Objective II.C. Explain relationships within places or human-environment interactions which reveal cultural values, technology, the economy, or political circumstances.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	History 7	Am. History 8	World History 9	U.S. History 10	Govt./Econ. 11	Electives 12
II.C.1. Illustrate ways the various cultures built shelter, obtained food, and developed government and civilizations.														
II.C.2. Show examples of how humans protect and harm the environment.														

12-World Problems (.5)

Program Goal II.

Evaluate ways humans interact with the environment.

Program Objective II.D. Discuss the movement of people, information, ideas, goods, and services as they interact through transportation and communication technologies to form interdependencies.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
II.D.1. Explain how the geographical characteristics of the Midwest affected the Ohio Valley settlement patterns.					▬	▬	▬	▬	▬	▬	▬		
II.D.2. Compare the effects of technological advances in the 15th century with those in the 20th century on the development and growth of the Americas.								▬	▬	▬	▬ *		

Program Goal II.

Evaluate ways humans interact with the environment.

Program Objective II.E. Analyze regions including how they have been formed and changed in history.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7	Am. History 8	World History 9	U.S. History 10	Govt./Econ. 11	Electives 12	
II.E.1.	Compare the Ohio Valley as a region with other regions in the U.S.									*						
II.E2.	Locate and describe different types and sizes of social, physical, economic, or political regions in the world.		•	•							*					12-World Problems
II.E.3.	Explain why the concept of region is useful when analyzing geography and human behavior.										*					12-World Problems

Program Goal II.

Evaluate ways humans interact with the environment.

Program Objective II.F. Perform effectively in competitive and cooperative situations related to human interaction with the environment.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
								History 7	Am. History		World History	U.S. History	Govt./Econ. Electives
II.F.1. Locate major bodies of water, continents, and significant places in the United States, and important regions and countries of the world.		•					*		*				*

a. oceans
1. Atlantic
2. Pacific
3. Indian
4. Arctic
5. Antarctic

b. continents
1. North America
2. Africa
3. Asia
4. South America
5. Europe
6. Antarctica

c. significant places in the U.S.
1. Ohio
2. Ohio River
3. Mississippi River
4. Washington, D.C.
5. Columbus, Ohio

d. important countries of the world
1. Canada
2. U.S.
3. Mexico
4. Japan
5. South Africa
6. Germany

e. important regions of the world
1. Pacific Rim
2. Middle East
3. European Community
4. North America
5. Sub-Sahara Africa

Program Goal II.

Evaluate ways humans interact with the environment.

Program Objective II.F. Perform effectively in competitive and cooperative situations related to human interaction with the environment.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
II.F.2.	Read physical, political, topographical, and special purpose maps, aerial photos, cartograms, charts, or graphs to draw conclusions regarding natural resources and topography of the U.S. and the world.					•					*			*	
II.F.3.	Explain how cultural geography can be used to help improve human interaction with the environment including a. prevention of acid rain b. U.S. capability to export grain and the role of technology c. impact of chemicals on the environment d. urban land use patterns and impact on the environment e. changes in vegetation patterns f. location of businesses or industries g. traffic flow patterns in urban areas h. changes in employment patterns i. causes of the greenhouse effect j. cultural diffusion k. world trade patterns				•	•	•	•						*	12-World Problems

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.A. Understand and respect individual and cultural differences and similarities.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives	
III.A.1.	Explain the multicultural phenomena within and between regions of the United States and within and between nations of the world and list reasons to appreciate some of the differences.	•	•						*		*				
III.A.2.	Describe different units of human organization a families b. kin groups c. business and labor groups d. ethnic groups e. nation states f. world organizations.								*		*				12- World Problems
III.A.3.	List the cultural attributes of culture reflected in the Cincinnati community.	•	•	•	•				*						
III.A.4.	Define culture and identify its universals.	•	•	•	•				*						
III.A.5.	Explain the role women have played in the creation and development of culture.								*						
III.A.6.	List the basic human rights identified by the U.S. and others.									*					12- World Problems
III.A.7.	List social institutions and quality of life indicators by which the community is defined and judged.	•	•	•	•										12- World Problems

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.A. Understand and respect individual and cultural differences and similarities.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8	9	10	11	12	
III.A.8.	Identify factors contributing to social class difference, mobility, power, and prestige.					•	•	—	—	—	—	—	—	—	12-World Problems
III.A.9.	Use numeric data to chart and analyze changes in the history of human differences.								—	—	—	—			
III.A.10.	Compare universal and alternative ideas about beauty, ideological beliefs, sex roles, moral standards, and value systems.	•	•	•	•	•	•	—	—	—	—	—	—	—	12-Philosophy
									*						
III.A.11.	Discuss examples of wide diversity of occupational choices available and the way in which individuals make these choices.	—	—	—	—	—	—	—	—	—	—	—	—	—	
III.A.12.	Analyze behavior and attitudes for biases against the characteristics of specific groups (e.g. sexual, ethnic, economic).	•	•	•	•	•	—	—	—	—	—	—	—	—	12-Ethnic Issues 12-African American Hist 12-Appalachian Hist. 12-Philosophy
III.A.13.	Explain major human ideas, belief systems and related conflicts from various areas of human life and their effects upon U.S. and world history:						—	—	—	—	—	—	—	—	
											*	*			
	a. religions														
	b. democracy and other forms of government														
	c. resistance to oppression, unquenceable thirst for freedom, and the resilience of the human spirit														

History 7 | Am. History | World History | U.S. History | Govt./Econ. | Electives

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.A. Understand and respect individual and cultural differences and similarities.

Subject Objectives Students will:	K	1	2	3	4	5	6	7	History 7 / 8	Am. History / 9	World History / 10	U.S. History / 11	Govt./Econ. / 12	Electives
d. enterprise and commerce														
e. the arts														
f. philosophies														
g. human relations and diversity														
h. science and math														
III.A.14. Explain the influence of various cultures on American life from Colonial period to the present.						•		▬	▬ *		▬ *		▬	12-African American Hist 12-Appalachian Hist.
III.A.15. Develop an awareness of and respect for diverse cultures and their achievements within the society.	▬	▬	▬	▬	▬	▬	▬	▬	▬ *	▬	▬	▬	▬	12-African American Hist 12-Appalachian Hist.

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.B. Explain the basic ideas of major religions and ethical traditions of other times and places.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	History 7	8	Am. History 9	World History 10	U.S. History 11	Govt./Econ. 12	Electives
III.B.1. Describe the major religions of the world: a. Buddhism b. Christianity c. Confucianism d. Judaism e. Islam their belief structures and effects upon each other.							▬	▬			▬ *				
III.B.2. Compare the effects of religion on America with the effects of religon on another culture.	•	•	•	•	•	•	▬	▬	▬	▬	▬	▬	▬	▬	
III.B.3. Explain the importance, issues, and changing role of religion in history.					▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.C. Complete participatory citizenship activity including school and community service projects at the primary, intermediate, and middle school level, including at least seventy hours at the high school level.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
									History 7	Am. History	World History	U.S. History	Govt./Econ. Electives
III.C.1. Define volunteerism, community service, and participatory citizenship.												*	
III.C.2. List characteristics of a good community and good citizen.												*	
III.C.3. With the help of a teacher advisor plan and complete a service project for others.										*	*	*	*
a. identify objectives clearly													
b. identify the plan of activities													
c. state a plan of evaluation													
III.C.4. Write a paper using the writing process summarizing the outcomes achieved in the service project.													

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.D. Explain the basic political concepts of American citizenship.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
III.D.1.	Identify the main functions of each branch of government at the national, state, and local levels.									*	*		*		
III.D.2.	Distinguish the characteristics of various types of government: a. representative democracy b. monarchy c. dictatorship.	•	•	•	•					*	*		*		
III.D.3.	Understand the role of public officials in government. a. Distinguish between elected and appointed officials. b. Describe the ways officials can be elected, appointed, and removed from office c. Evaluate the actions of public officials on the basis of a given set of criteria.									*	*		*		
III.D.4.	Know that voting is both a privilege and a responsibility of U.S. citizenship. a. Recognize that property ownership, race, gender, literacy, and certain tax payments no longer affect eligibility to vote. b. Identify the qualification for voting.	•	•	•	•					*	*		*	*	

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.D. Explain the basic political concepts of American citizenship.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	History 7 8	Am. History 9	World History 10	U.S. History 11	Govt./Econ. 12	Electives
III.D.5. Demonstrate the ability to use information that enables citizens to make informed choices.			•	•					*	*			*	
a. Use more than one source to obtain information.														
b. Identify point of agreement and disagreement among sources.														
c. Evaluate the reliability of available information.														
d. Draw conclusions by reading and interpreting data presented in charts and graphs.														
e. Identify and weigh alternative viewpoints.														
III.D.6. Identify opportunities for involvement in civic activities.									*	*				
III.D.7. Understand that the major role of political parties in a demoncracy is to provide a choice in governmental leadership (i.e., candidates and platforms).												*	*	

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.E. Demonstrate leadership skills necessary for entrance into leadership positions within school, and community governance, and service organizations as part of the student's assumption of their role in the OFFICE OF CITIZEN.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7	Am. History 8	World History 9	U.S. History 10	Govt./Econ. 11	Electives 12
III.E.1.	Identify various holidays and symbols of Cincinnati, Ohio, and the United States. These should include: Cincinnati, Ohio, and the U.S.; U.S. flag, M.L. King, President's Day, Thanksgiving, Pledge of Allegiance, Independence Day, national anthem									*	*				
III.E.2.	Demonstrate personal and social development skills necessary to work effectively in a group and in leading a group.														
III.E.3.	Demonstrate oral, written, and listening communication skills, including speech and debate and group process skills.														
III.E.4.	Demonstrate skills for planning meetings, projects, and personal goal achievement.														
III.E.5.	Plan alternate career choices and career paths.														
III.E.6.	Participate in one job shadowing experience on at least one job each requiring a high school education, technical school training, and college education in an individual or group observation experience.														

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.E. Demonstrate leadership skills necessary for entrance into leadership positions within school, community governance, and service organizations as part of the student's assumption of their role in the OFFICE OF CITIZEN.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
								History 7		Am. History	World History	U.S. History	Govt./Econ. Electives
III.E.7. Work with a community school-arranged mentor to cooperatively plan personal, school, or career goals over two or more meetings during one school year.													
III.E.8. Explain how change can occur within democratic governments when injustice occurs.													
III.E.9. Classify and group data according to rational criteria													

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Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.F. Participate in a student governance-related experience.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12	
									History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
III.F.1. Work with other students to solve a school problem.												*		12- World Problems(.5)
III.F.2. Participate in a student council, committee, class, or extracurricular group to define, analyze, and evaluate and announce solutions for a society issue.												*		12- World Problems(.5)
III.F.3. Explain how student leaders can resolve conflict when individual or group differences exist.	•	•	•	•								*		12- World Problems(.5)

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.G. Explain the fundamental principles of economics needed to function in the market place, work place, and voting place.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7 8	Am. History 9	World History 10	U.S. History 11	Govt./Econ. 12	Electives
III.G.1.	Show how individuals and societies make choices to satisfy wants with limited resources.	•	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	*	▬	
III.G.2.	Demonstrate how individuals and households exchange their resources for the income they use to buy goods and services.	•	▬	▬	•	▬	▬	▬	▬	▬	▬	▬	*	▬	
III.G.3.	Analyze how individuals and businesses use resources to produce goods and services that generate income.		▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	*	▬	
III.G.4.	Relate examples of how markets allocate goods and services.		•	•	•	▬	▬	▬	▬	▬	▬	▬	*	▬	
III.G.5.	Explain how competition affects markets.				▬	▬	▬	▬	▬	▬	▬	▬	*		
III.G.6.	Interpret how Cincinnati, Ohio, and American governments play important roles in a market economy.					▬	▬		▬	▬		▬	*		
III.G.7.	Analyze how an economy functions as a whole.						•	•	•	•	▬		*		

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.G. Explain the fundamental principles of economics needed to function in the market place, work place, and voting place.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8	9	10	11	12	
III.G.8.	Explain economic literacy concepts needed to make wise career choices and successfully work with others in the workplace.								▬	▬	▬	▬	▬		
III.G.9.	Recognize and analyze the economic systems of various societies and their responses to three basic economic questions: what to produce (value), how and how much to produ (allocation), and how to distribute (distribution)								▬	▬	▬	▬	▬		
										*			*		
III.G.10.	Show how nations become interdependent through trade.				▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	12-World Problems
III.G.11.	Analyze the changing influence of government in the operation of a business								▬	▬	▬	▬	▬		
III.G.12.	Explain the function of the government in maintaining a functioning monetary system								▬	▬	▬	▬	▬		
													*		
III.G.13.	Recognize the effects of monetary and fiscal policies on individuals, business, and the business cycle.									▬	▬	▬	▬		
													*		
III.G.14.	Understand the role of the Federal Reserve System											▬	▬		
													*		
III.G.15.	Compare and contrast the major world economic systems. a. Capitalism, communism or socialism b. Traditional, market, or command							•	•	▬	▬	▬	▬	▬	12-World Problems
											*				

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.G.

Explain the fundamental principles of economics needed to function in the market place, work place, and voting place.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12	
								History 7		Am. History	World History	U.S. History	Govt./Econ.	Electives
III.G.16. Explain how climate affects world economies.							•	▬	▬	▬	▬	▬	▬	
III.G.17. Discuss the wise use and exchanges of natural and human resources between developing and developed countries.							▬			▬		▬	▬	12-World Problems

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.H. Analyze historical responses to scarcity.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8	9	10	11	12
III.H.1.	Explain how humans lived in tribes hunting and gathering food, water, and raw materials to survive.	•	•	•	•	—	—	—						
III.H.2.	Analyze ways in which people may have developed farming.							— *						
III.H.3.	Explain how the change from hunting and gathering to farming and specialization helped lead to surpluses and the development of towns, trade, and specialized jobs.							—			—			
III.H.4.	Identify the inventions which led to manufacturing in cities and the inventors and manufacturers involved.			— *	—	—	— *	— *	—	—	—			
III.H.5.	Discuss the technological advancements which led to the Industrial Revolution.								—	—	— *			

History 7 | Am. History | World History | U.S. History | Govt./Econ. | Electives

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.H. Analyze historical responses to scarcity.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12	
									History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
III.H.6. Explain the benefits and costs of industrialization to people of industrialized and non-industrialized societies.										*				12-World Problems
III.H.7. Compare the problems of the homeless and the hungry in two cultures at two times in history.														12-World Problems

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.J. Make responsible life and society decisions based upon ethical and democratic principles.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7	8	Am. History 9	World History 10	U.S. History 11	Govt./Econ. 12	Electives
III.J.1.	Demonstrate compassion, courtesy, tolerance, honesty, self-discipline, self-respect, and responsibility.															12-World Problems
III.J.2.	Work to improve the social and natural environments by a. working to respect others b. promoting justice and equality of opportunity c. committing to responsible citizenship d. becoming involved in communmity service.															12-World Problems
III.J.3.	Demonstrate intellectual qualities a. objectivity b. rational consent to reasonable expectations c. using reasoned arguments to learn different viewpoints d. using creative thinking e. setting and increasing personal productive experience															12- World Problems
III.J.4.	Explain how the ideas people profess affect their actions.															12-Philosophy
III.J.5.	List values which are important to various cultures.															
III.J.6.	Explain how values are used in personal and national decision-making.												*	*		

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.K. Discuss the significance of public education in history and today.

Subject Objectives Students will:	K	1	2	3	4	5	6	7	8	9	10	11	12
	History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives							
III.K1. In the context of the study of public education explain:	•	•	•	•									
a. the goals of public education													
b. what public education contributed to the U.S.													
c. how public education is financed.													
d. problems of public education.													

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.L.

Demonstrate awareness of ethnic ancestry and cultural heritage in relation to self-definition.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12	
									History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
III.L.1. Develop pride and appreciation of the characteristics of one's own ethnic, cultural, and linguistic heritage.														12-African Amer. Hist. 12-Appalachian Hist.
III.L.2. Discuss the influence of one's own ethnic/ cultural heritage and experiences on one's values and lifestyle.														12-African Amer. Hist. 12-Appalachian Hist.
III.L.3. Define personal strengths, capabilities, and limitations.														12-African Amer. Hist. 12-Appalachian Hist.

Program Goal IV.

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.A. Demonstrate skills in maintaining positive relationships with other individuals or groups and in responding constructively to conflict in relationships.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7 History 7	8	9 Am. History	10 World History	11 U.S. History	12 Govt./Econ. Electives
IV.A.1.	Show sensitivity to problems of others through learning and practicing interpersonal and intergroup skills.								*					
IV.A.2.	Analyze factors that contribute to problems or conflicts.										*	*		
IV.A.3.	Predict, monitor and evaluate courses of action and or solutions to conflict between individuals, groups and nations and formulate a revised definition of the problem.	•	•	•	•	•								
IV.A.4.	Demonstrate the ability to cooperate with others (e.g. males and females; mainstreamed students; members of diverse racial, ethnic, cultural, linguistic, and religious groups) in performing a variety of tasks.													
IV.A.5.	Take action to confront prejudice and stereotyping, reduce racism, and improve race relations in the school or community as part of a school group or as an ombuds.													
IV.A.6.	Develop sensitivity to problems of others through learning and practicing interpersonal skills.													

12-Ethnic Studies: African American History & Culture (.5)
12-Ethnic Studies: Appalachian History & Culture (.5)
12-Ethnic Studies: Ethnic Issues (.5)
12-World Problems (.5)

Program Goal IV.

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.A. Demonstrate skills in maintaining positive relationships with other individuals or groups and in responding constructively to conflict in relationships.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
										History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
IV.A.7. Explain how peace might be achieved within and among cultures of the world.	•	•	•							*			
IV.A.8. Explain how our perception of ourselves as individuals and as a nation influence the way we behave toward one another.	•	•	•	•	•								
IV.A.9. Give reasons for political, social, and economic stabilty and instability in the world.										*			
IV.A.10. Demonstrate the ability to use specific information relevant to a problem.													
a. Differentiate between fact and inferences or deductions asserted by data source			•	•									
b. Compare likenesses and differences among courses of action, trends in data, and possible causal relationships of the problem.													

Program Goal IV.

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.A. Demonstrate skills in maintaining positive relationships with other individuals or groups and in responding constructively to conflict in relationships.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12	History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
c. Predict and evaluate consequences of alternative conclusions.	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬						
IV.A.11. Explain the need for rules in sports and other examples in daily life.	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬							
IV.A.12. Explain the consequences of breaking rules.	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬							
IV.A.13. Use a multisensory approach to develop and demonstrate self-respect.	▬	▬	▬	▬															
IV.A.14. Explain the relationship between social values and laws.	•	•	•	•	▬	▬	▬	▬	▬	▬	▬	▬	▬						12-Philosophy
IV.A.15. Predict changes that are likely in human relationships and nations in the 21st century.				•	•	•	•	▬	▬	▬	▬	▬	▬						12-World Problems

Program Goal IV.

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.B. Interpret constitutional and other legal conflict-related issues in history or today.

Subject Objectives Students will:	K	1	2	3	4	5	6	7	History 7	Am. History 8	World History 9	10	U.S. History 11	Govt./Econ. 12	Electives
IV.B.1. Know how the law protects individuals in the United States.															
a. Give examples of the rights and freedoms guaranteed in the Bill of Rights.									*	*			*	*	
b. Apply the concept of justice, including due process and equity before the law.									*	*			*	*	
c. Demonstrate the importance of a learning or work environment free of discrimination against individual differences									*	*			*	*	
d. Identify legal means of dissent and protest against violation of rights									*	*			*	*	
IV.B.2. Understand separation of powers and checks and balances.									*				*	*	
IV.B.3. Explain how different societies have tried to resolve ethical issues when conflicts occur between individuals, groups and societies.															12-World Problems
IV.B.4. Explain how to develop an appreciation for the tension between opposing ideals in human affairs.															

Program Goal

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.B. Interpret constitutional and other legal conflict-related issues in history or today.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
								History 7		Am. History	World History	U.S. History	Govt./Econ. Electives
V. B.5. Describe the legal system of the Ohio and U.S. government.												*	*
V.B.6 Differentiate between original and appellate jurisdictions.												*	*

Program Goal IV.

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.C. Explain similarities and differences among individuals from diverse ethnic, cultural, linguistic and religious groups with the community, U.S. and the world.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives	
IV.C.1. Explain similarities and differences among diverse socioeconomic, ethnic, cultural, linguisitic, and religious groups.	•	•	•											
IV.C.2. Identify similarities and differences in sex roles within diverse groups in society.											*		*	12-Ethnic and Cultural Issues
IV.C.3. Describe how people in the U.S. and from various places in the world differ in their views on issues (e.g. resource use, environmental pollution etc)														

Program Goal IV.

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.D. Develop respect for individual and cultural differences and similarities.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
IV.D.1. Describe and identify reason to appreciate multicultural ideas and events in the U.S. and the world.								*	*	*	*		
IV.D.2. Describe and identify reason to appreciate universal as well as alternative ideas about beauty, ideological beliefs, sex roles, moral standards, and value systems.													
IV.D.3. Discuss the wide diversity of occupational choices available and the ways in which individuals make these choices.	•	•											
IV.D.4. Analyze behavior and attitudes for biases against the characteristics of specific groups.													

12-World Problems (.5)

Program Goal IV.

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.E. Identify attempts to establish organizations dedicated to conflict resolution and evaluate some.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12	
								History 7		Am. History	World History	U.S. History	Govt./Econ.	Electives
IV.E.1. Identify and explain increases and failures of early attempts to gain world peace.								■	■	■	■	■	■	12-World Problems (.5)
IV.E.2. Discuss the reasons for the formation of organizations and alliances for peace in the 20th century.								■	■	■ *	■	■	■	12-World Problems (.5)
IV.E.3. Identify a situation where a decision was required to resolve conflicts between nations and discuss how that decision was determined.						■	■	■	■		■		■	12-World Problems (.5)

Program Goal IV.

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.F. Explain the various causes of war, and of the approaches to peacemaking and war prevention.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
									8	9	10	11	12	
IV.F.1. Explain how sectional conflicts led to a divided Union and although resolved, caused major political differences in the U.S. through the 20th century.									*		*			

12-World Problems (.5)

Program Goal V.

Interpret significant historical developments.

Program Objective V.A. Understand ethnic ancestry and cultural heritage in relation to self-definition

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
V.A.1.	Demonstrate an appreciation of the characteristics of one's own ethnic, cultural, and linguistic heritage.								*	*	*	*		
V.A.2.	Analyze the influence of one's ethnic/cultural heritage and experiences on one's values and lifestyles.	•	•	•	•	•	•	•						
V.A.3.	Define personal strengths, capabilities, and limitations (self-esteem)													
V.A.4.	Demonstrate the ability to present to others aspects of one's own heritage.													
V.A.5.	Identify causes and consequences of stereotyping, prejudice, and discrimination.													

Program Goal V.

Interpret significant historical developments.

Program Objective V.A. Understand ethnic ancestry and cultural heritage in relation to self-definition

Subject Objectives Students will:	K	1	2	3	4	5	6	7	8	9	10	11	12
					History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives			
V.A.6. Identify bias in textbooks and other instructional materials and in the media.													

Program Goal V.

Interpret significant historical developments.

Program Objective V.A. Understand ethnic ancestry and cultural heritage in relation to self-definition

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	History 7 8	Am. History 9	World History 10	U.S. History 11	Govt./Econ. 12	Electives
V.A.7. As part of the study of Ethnic Issues explain	•	•	•	•	•	•	•	•	•	•	•	•	*	12-Ethnic Issues
a. definitions of important terms including ethnic group, race, nationality, racism, institutional racism, prejudice, discrimination, intergroup relations, superordinate goal, affirmative action, cultural pluralism, melting pot, segregation, desegregation, ethnic identity, genocide, Holocaust, anti-Semitism, civil rights, human rights, and sanctuary movement														
b. an overview of the major concerns of various minority ethnic groups in the U.S. and other nations														
c. the processes used to advance the interests of the various ethnic groups in the U.S. and other societies														
d. laws and institutions that perpetrate the oppression of certain groups within the society														
e. historical origin and development of current ethnic issues in the world														
f. possible ways of resolving serious differences between ethnic groups														

Program Goal V.

Interpret significant historical developments.

Program Objective V.A. Understand ethnic ancestry and cultural heritage in relation to self-definition

Subject Objectives Students will:	K	1	2	3	4	5	6	7	8	9	10	11	12
									History 7	Am. History	World History	U.S. History	Govt./Econ. Electives
g. democratic and moral values which guide behavior of humans trying to reduce anti-social behavior between ethnic groups													
h. patterns of ethnic groups living in Ohio, U.S. and other world regions including location, social, political, and economic status													
i. how laws and legal processes protect ethnic interests and help people live together													
j. how extremists opposed to ethnic group cooperation propagandize and manipulate the opinions of others.													
k. conflict resolution processes requiring out of classroom involvement													
l. actions taken by Cincinnati government and schools to improve ethnic cooperation				*									
m. how citizens can confront government in legal ways to protest legal action deemed immoral such as the relocating of the Japanese in the 1940's or the jailing of Sanctuary Movement members who supported illegal Central American Immigrants.													

Program Goal V.

Interpret significant historical developments.

Program Objective V.B. Explain how the law, historic documents, and America's diverse cultural heritage have affected important historical events and trends.

Subject Objectives Students will:	K	1	2	3	4	5	6	7	History 7	Am. History 8	World History 9	10	U.S. History 11	Govt./Econ. 12	Electives
V.B.1. Identify the major significance of the following historic documents: a. Northwest Ordinance b. Declaration of Independence c. Constitution d. Bill of Rights and amendments e. Ohio Constitution						*				*	*		*		
V.B.2. Understand the rationale, consequences, and applications of the Constitution, including the Bill of Rights and other amendments, as the supreme law of the land.													*	*	
V.B.3. Know that many different peoples with diverse backgrounds (cultural, racial, ethnic, linguistic) make up our nation today.													*	*	12-Ethnic Issues

Program Goal V.

Interpret significant historical developments.

Program Objective V.B. Explain how the law, historic documents, and America's diverse cultural heritage have affected important historical events and trends.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8 History 7	9 Am. History	10 World History	11 U.S. History	12 Govt./Econ. Electives
V.B.4.	Understand that the evolution of democratic principles (e.g. civil rights, widening franchise) can occur through civil disobedience.												*	*
V.B.5.	Explain the importance of original source documents which have shaped our history.													
V.B.6.	Interpret original source documents with different viewpoints and explain the process followed.													
V.B.7	Discuss the impact of landmark decisions handed down by the Supreme Court on the legal system today.													

12-Ethnic Issues

Program Goal V.

Interpret significant historical developments.

Program Objective V.B. Explain how the law, historic documents, and America's diverse cultural heritage have affected important historical events and trends.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12	
V.B.8. Explain the principle of state's rights and its impact on the 20th century.												*		
V.B.9. Trace the development of the controversy over the strict and loose interpretation of the Constitution.												*		
V.B.10. Compare the abolition movement to the movements for freedom by various ethnic groups in the 20th century in the U.S. and around the world.											*			12-African American Hist. 12-Ethnic Issues
V.B.11. Discuss the significance of the growth of the West on the development of democracy in the U.S.											*			

History 7 / Am. History / World History / U.S. History / Govt./Econ. / Electives

Program Goal V.

Interpret significant historical developments.

Program Objective V.C. Compare major developments in history.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12	
							History 7		Am. History		World History	U.S. History	Govt./Econ.	Electives
V.C.1. Compare the characteristics of the following across time: a. revolutionary, reactionary, and reform periods of government b. slavery and emancipation c. centralization and decentralization/feudalism d. human successes and failures e. role of family, wealth and merit										*				
V.C.2. Discuss various historical roles including the oppressor, victim, caring person and bystander in situations which led to inhuman behavior.					•	•	•							12-African American Hist. 12-Ethnic Issues 12-World Problems

Program Goal V.

Interpret significant historical developments.

Program Objective V.C. Compare major developments in history.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12	
V.C.3. Explain how slavery, discrimination, prejudice, apartheid, the Holocaust, and genocide have become public policy without the vigilance of citizens.						▬	▬	▬	▬	*	▬	▬	▬	12-African American Hist. 12-Ethnic Issues 12-World Problems
V.C.4. Discuss the concerns of Palestinians and Israelis which have caused instability to continue in that region.								▬	▬	▬	▬	▬	▬	12-Ethnic Issues 12-World Problems
V.C.5. Compare the causes and effects of major U. S. twentieth century military commitments. 1. World War 1 2. World War 2 3. Korean Conflict 4. Vietnam War 5. Persian Gulf War										▬	▬			

History 7 / Am. History / World History / U.S. History / Govt./Econ. / Electives

Program Goal V.

Interpret significant historical developments.

Program Objective V.D. Explain how the U.S. has responded to the challenges it has faced throughout history.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
V.D.1.	List the major challenges the nation has faced during each quarter century since it was founded.									*		*			12-African American Hist. 12-Ethnic Issues 12-World Problems
V.D.2.	List the challenges our country will face in the coming years.														12-World Problems
V.D.3.	Predict the best responses to the challenges our country will face in the coming years.														12-World Problems

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Program Goal V.

Interpret significant historical developments.

Program Objective V.E. Explain how women have shaped history.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7 History 7	8	9 Am. History	10 World History	11 U.S. History	12 Govt./Econ. Electives	
V.E.1.	Discuss the changing role of women in America and the world.	•	•	▬	▬	▬	▬	▬	▬	▬	*	*	▬	▬	12-Ethnic Issues
V.E.2.	Describe women's struggle for civil rights and equality.					•	▬	▬		▬		▬	▬	▬	12-Ethnic Issues
V.E.3.	Identify important contributions of women in history.	•	•	▬	▬	▬	▬	▬	▬	*		*	▬	▬	12-Ethnic Issues
V.E.4.	Give examples of how women have influenced the reporting and writing of history including sensitivity to sexist language and the inclusion of women in significant roles in original source accounts.								▬	▬	▬	▬	▬	▬	

Program Goal V.

Interpret significant historical developments.

Program Objective V.F. Explain how technology has changed the way we live.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8	History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
V.F.1.	Develop a new idea into a product invention, art or music innovation, publication, or service and explain how you will patent or copyright it and how you will use a business plan to market it.					•	•	•								
V.F.2.	Explain how economic decisions about specialization and interdependence through trade have affected the way humans organize to work and live.													*		
V.F.3.	Explain how desireable and undesirable effects can come from technology which require social, economic, and political actions to change the situation.													*		12-World Problems
V.F.4.	Recognize scientific and technological turning points in history and how they have made major impacts on historical development.												*			12-African American Hist. 12-Appalachian Hist.

Program Goal V.

Interpret significant historical developments.

Program Objective V.G. Identify how political parties have developed, changed in history and impacted American life.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	8	9	10	11	12
									History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
V.G.1.	Analyze the changing goals of major American political parties.												*	
V.G.2.	Discuss why it is difficult for more than two parties to be successful in the U.S.													
V.G.3.	Explain why Cincinnati has a Charterite party.													

Program Goal V.

Interpret significant historical developments.

Program Objective V. H. Explain the major topics of U.S. history and how they relate to Cincinnati history.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	History 7 / 8	9	Am. History / World History / 10	11	U.S. History / Govt./Econ. / 12	Electives
V.H.1. Define the major chronological time periods in U.S. history in relation to the various ethnic groups that make up the American heritage.					•	—		—	*		*			12-African American Hist. 12-Ethnic Issues 12-World Problems
a. founding the U.S.: significance of democracy and the constitution						*								
b. regional economies, values, and development of the city						*								
c. civil war, slavery, and reconstruction														
d. industrialization and laissez faire														
e. emerging from isolationism in 1900														
f. the changing foreign policies for war and peace in the 20th century														
g. changing role of government: great depression to democratic reforms														
h. civil rights movement														
i. technological revolution, communications and the service economy.						*								
j. immigration and the developing multicultural society														
k. the changing meaning amd role of the arts in history														

Program Goal V.

Interpret significant historical developments.

Program Objective V.H. Explain the major topics of U.S. history which together constitute a framework for evaluating the important of chronology, cause and effect, and the significance of Cincinnati in U.S. history.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
V.H.2. Research and provide examples of the changes and impact on Cincinnati history of major U.S. events.					■			■	■	■	■			
a. Civil War														
b. industrialization														
c. new immigration patterns														
d. progressivism														
e. world war leaders and activities														
f. dissent and the development of multicultural society														
V.H.3. Describe the major events of Cincinnati and Ohio history and personalities who played important roles from various ethnic groups.					■			■			■			
a. settlement and birth of the city and state					■			■						
b. changing forms of transportation					■			■						
c. development of business and industry					■			■						
d. Underground Railroad and Civil War					■			■						
e. political bosses					■			■			■			
f. new forms of government					■			■			■			
g. changing mix of population and ethnic groups					■			■			■			
h depression and world wars					■			■			■			
i. multicultural society in international economy					■			■			■			

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.A. Know the basic social concepts and patterns.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
VI.A.1. Interpret and explain basic social concepts and patterns.								*					
a. Similarities and differences exist among all cultures.													
b. A society's norms affect individual and group values.													
c. Individuals come together to form groups for different purposes.													
d. Antisocial and inhuman behavior can be found throughout history but can be prevented through education.													
e. Family structures vary within and between societies.													
f. Multiple factors influence an individual's class/caste status in a society.													
g. Culture can be defined as the total pattern of norms and social interactions within society.													

12-Ethnic Studies:
Ethnic Issues (.5)
12-World Problems (.5)

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.A.

Know the basic social concepts and patterns.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
VI.A.2. Compare the elements of diverse cultures.	•	•	•										
a. Recognize similarities and differences in sex roles.								*					
b. Understand how people within the U.S. and from various places in the world differ in their views on issues.													
c. Explain the development of cultures throughout the world and their relationships to each other.													
d. Discuss awareness of the complex relationships and interdependence that exists among the nations of the world.													

12-Ethnic Studies:
Ethnic Issues (.5)
12-World Problems (.5)
12-Philosophy (.5)

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.A.

Know the basic social concepts and patterns.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
									History 7	Am. History	World History	U.S. History	Govt./Econ. Electives
e. Recognize the reciprocal relationship between individual and state.													
f. Explain the changing patterns of class, ethnic, racial, and gender structure and relations.													
VI.A.3. Analyze and appreciate the efforts of various ethnic groups to achieve full equality in our American society.													
a. Trace the development of the equality of the sexes.									*		*		
b. Identify causes and consequences of stereotyping, prejudice and discrimination									*		*		

12-Ethnic Studies: African American History & Culture
12-Ethnic Studies: Appalachian History & Culture
12-Ethnic Studies: Ethnic Issues

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.A. Know the basic social concepts and patterns.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
								History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
c. Confront behavior in self and others that is based on stereotyping, prejudice, and discrimination.								*	*	*	*		
d. Identify biases in textbooks, instructional materials, and the media.													
VI.A.4. Demonstrate different systems of communication including storytelling, dances, games, rituals, and the use of electronic communication on the computer or telephone.	•	•	•										

12-Ethnic Issues: African American History & Culture
12-Ethnic Issues: Appalachian History & Culture

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.B. Know the basic economic concepts and patterns

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
								History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
VI.B.1. Interpret and explain the basic economic concepts and patterns		•	•	•	—	•	•	—	—	—	—	—	*
a. Know that all levels of U.S. government assess taxes in order to provide services.												*	
b. Markets allocate goods and services through pricing.													
c. Competition affects markets.													
d. Price is determined by the relationship between supply and demand.													
e. Communities organize to meet basic wants.													
f. Money serves several functions in the exchange of goods and services.													
g. Organizing work through specialization has advantages and disadvantages.													
h. Markets are distorted when supply is controlled through monopolies or oligopolies.													

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.B. Know the economic concepts and patterns.

Subject Objectives

Students will:

		K	1	2	3	4	5	6	7	History 7 8	Am. History 9	World History 10	U.S. History 11	Govt./Econ. 12	Electives
VI.B.2.	Identify major economic systems. a. when compared as traditional, command, and market economies. b. when compared as capitalism, socialism, and communism.									*	*		*		
VI.B.3.	Understand principles of traditional, market, and command economies (as applied in the nations of the world). a. Identify the major benefits and goals of the free enterprise system. b. Understand the circular flow of economic activity.		•	•	•	•	•	•	•	•			*	*	
VI.B.4.	Describe the major features and functions of the American banking system.														
VI.B.5.	Analyze the relationship between production, income, and gross national product.	•	•	•	•	•	•	•	•				*		

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.B. Know the basic economic concepts and patterns.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
									History 7	Am. History	World History	U.S. History	Govt./Econ. Electives
VI.B.6. Discuss specialized concepts of business operations.	•	•	•	•	•	•	•	•	•			*	*
a real costs and opportunity costs													
b. markets													
c. distribution													
d. labor													
e. capital													
f. leadership and management													
g. productivity													
h. critical thinking and the decision-making process													
i. taxes													
j. entrepreneurship													
k. employability													
l. balancing work and family													
m. citizenship in the workplace													
n. competition, monopoly and oligopoly													

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.B. Know the basic economic concepts and patterns.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	History 7	Am. History 8	World History 9	U.S. History 10	Govt./Econ. 11	Electives 12
VI.B.7. Explain the differences between different types of businesses.													*	
VI.B.8. Explain the differences between different types of investment.													*	
VI.B.9. Discuss the goals and qualities of the consumer in the economy.	•	•	•											

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.C. Know the basic political concepts and patterns.

Subject Objectives Students will:	K	1	2	3	4	5	6	7	8	9	10	11	12
								History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
VI.C.1. Interpret and explain the basic political concepts and patterns. a. Demonstrate an understanding of the concept of federalism by identifying the level of government (local, state, national) responsible for addressing the concerns of citizens. b. Political units have boundaries. c. The division of powers within a government affects the manner in which the government operates. d. Government consists of making, implementing and interpreting laws which are aimed at improving how people in a society can live together.					•	•			*	*		*	*
VI.C.2. Describe the process for making, amending, or removing laws. (including sequence of state and national levels).					•	•			*	*		*	*

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.C. Know the basic political concepts and patterns.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
								History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
VI.C.3. Distinguish the constitutional relationship among several levels of government regarding a. reserved powers b. delegated powers c. concurrent powers d. elastic clause e. powers denied government at that level						•			*	*		*	*
VI.C.4. Recognize that local and national issues can be related to those confronting the global society.						•	•					*	*
VI.C.5. Explain the basic functions of our democratic government at the local, county, state, and national levels.									*	*		*	*
VI.C.6. Explain the role of lobbyists and influence groups in our government.												*	*
VI.C7. Describe the function of the media in American society in relation to government.													

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Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.D. Demonstrate a weekly knowledge of the status of the five most important contemporary world issues resulting from patterns of social, economic and political interaction.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives
VI.D.1. Read a printed news account at least once each week and keep a record, log, or scrapbook on the status of five major world issues.				•	•	•	•			*			
VI.D.2. Explain the impact of selected electronic news stories which impact on the self or community.													
VI.D.4. Communicate their views about one or more critical world issues through a position paper and an oral presentation such as a debate.													

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.E. Recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within a historical context.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7 History 7	8 Am. History	9 World History	10 U.S. History	11 Govt./Econ.	12 Electives	
VI.E.1. Understand world regions, their major current issues, and their historical, cultural, economic, and political characteristics.											*			
VI.E.2. Explain the role of technology in our lifestyles, values, and expectations.													*	12-World Problems (.5)
VI.E.3. Identify a world issue and discuss how it would be different if the geography of the region were different.														
VI.E.4. Explain the factors and processes involved in the U.S. changing from a creditor to a debtor nation.														
VI.E.5. As part of the study of World Problems, explain	•	•	•	•	•	•	•	•	•	•	•	•	*	12-World Problems (.5)
a. a systematic process for analyzing issues and problems														
b. how world problems and issues may be identified														
c. how citizens can gain information and form opinions about world issues														

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.E. Recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within a historical context.

Subject Objectives Students will:	K	1	2	3	4	5	6	7	History 7 8	Am. History 9	World History 10	U.S. History 11	Govt./Econ. 12	Electives
d. moral, ethical, and legal obligations humans have to other humans and the environment														
e. how human rights can be gained and protected around the world														
f. tensions and conflicts among social groups, religious groups, social classes, ethnic groups and gender in the U.S. and around the world														
g. interrelationships of the U.S., western, and other world civilizations														
h. how communication and relations between groups and nations can be improved														
i. how culture diffusion has helped solve world problems														
j. growing interdependencies of nations														
k. major problems of each world geocultural region														
l. major issues which transcend world regions														

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.E. Recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within a historical context.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8 History 7	9 Am. History	10 World History	11 U.S. History	12 Govt./Econ. Electives	
VI.E.6. As part of the study of philosophy, discuss													*	12-Philosophy
a. how philosophy is organized for study														
b. tools used to think philosophically														
c. main ideas from western culture														
d. main ideas from non-western culture														
e. problems of philosophy														
f. application of ethics and moral philosophy to everyday life														
g. development of a reflective philosophy of life														

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.F. Complete a systematic program of active citizen participation.

Subject Objectives

Students will:

	K	1	2	3	4	5	6	7	8	9	10	11	12
								History 7	Am. History	World History	U.S. History	Govt./Econ.	Electives
VI.F.1. Complete a planned program of participatory citizenship appropriate for each grade level a. community service b. voter registration c. government process observation d. involvement in the democratic process e. school service f. environmental action g. mentoring and job shadowing													
VI.F.2. Prepare a written personal philosophy of citizenship and constructive decision making.													
VI.F.3. Participate in a planned student debate or forum on social, political, economic, or educational issues each year.													

SPECIAL PROGRAM ADAPTATIONS

Grades 7-12

SPECIAL PROGRAM ADAPTATIONS
Grades 7-12

The Cincinnati Public Schools provides opportunities for students with special needs or interests in social studies to achieve appropriate goals through several program adaptations. These include:

- the Advanced Academic/Advanced Placement (AA/AP) sequence to prepare students for the Advanced Placement (AP) courses and examinations in U.S. History, American Government, Comparative Government, Economics, Art History, European History, and Psychology

- a unique program to meet special needs of students at Peter Clark Academy through small class sizes, interdisciplinary planning and linking, and linking of lessons to the contemporary world

- the International Studies Academy at Withrow High School with the course of study and other courses taught with an international orientation and including the International Baccalaureate program of college level courses, a Theory of Knowledge Program, and special assessment procedures

- a unique college preparatory classical tradition high school at Walnut Hills with some program differences to supplement the system-wide course of study

- Western Hills, a neighborhood high school, which continues to offer a traditional approach to the preparation of Advanced Academic (AA) at one grade level to prepare for college level courses and examinations

- English as a Second Language Program, at various elementary, middle and high schools, which provides social studies instruction for students whose limited English proficiency prevents them from achieving in the mainstream social studies class

Each program adaptation includes a program philosophy, program difference statement from the system course of study, and an assessment statement. Programs with substantial differences in objectives also show the scope and sequence of objectives which supplement the system course of study.

AA/AP PROGRAM

Program Philosophy

The Advanced Placement (AP) Program in history and the social sciences for the Cincinnati Public Schools provides students a breadth of opportunities available in few other school systems in the nation. Every program offered by the College Board to help accelerate student interest and achievement of college studies at the high school level can be available in schools where there is sufficient demand. The social studies course of study provides students opportunities to begin to develop academic skills in grades K-8, and beginning in grade 9 students may choose Advanced Academic (AA) courses in which they may develop and refine college level skills. Beginning in grade 10 students may choose some advanced placement courses, but for most students it is recommended that they wait until grades 11 or 12. By encouraging many students to try courses that challenge them to the extent possible, the school system is providing a new plan for post-secondary student achievement.

Students may request the opportunity to participate in AA/AP program through courses offered in their school. However, students should be counseled that success in the program courses requires a high degree of perseverence and commitment to academic learning as exemplified by such success indicators for the program as:

- teacher recommendations and counselor referrals
- scores on the Special College Preparatory Program Exam
- grade point average in social studies and overall
- Ohio Citizenship Test results
- stanines from achievement tests in social studies or basic skills

The current school system marking practice policy should be reviewed at the school level when making decisions after one or more marking periods regarding the progress and suitability of student placement and continuation in advanced placement courses.

Teachers teaching the AP course for the first time are expected to have a strong academic background related to the AP subject and, if possible, should attend a summer training program approved by the College Board to gain helpful background information on the subject and procedures recommended.

Program Differences

In grades K-8 students are expected to begin developing skills necessary for achieving in college level courses in the high school post-secondary program. Beginning with extensive readings beyond the text in biographies and original source accounts, students progress to more advanced historiography skills. By the completion of grade 9, students in the AA program will have good writing skills, hypothesis testing, data gathering skills, problem analysis skills, and historiography skills such as comparing historical interpretation. Advanced academic classes will also refine test-taking skills including the ability to respond to a document-based question.

The specific courses included in this program consist of:

- World History AA
- U.S. History AA and AP
- American Government AA and AP
- Economics AA or AP
- Comparative Government AP
- European History AP
- Art History AP
- Psychology AP

Assessment

Assessment procedures in the AA/AP program include all of the assessment procedures identified elsewhere in this manual for the overall social studies program. Beyond the preassessment, formative and summative assessment processes used, teachers in these advanced classes challenge students to work more difficult problems, read more challenging readings, and be more efficient in learning academic research and writing skills. By the end of grade 9 students in the advanced academic program have had successful experiences writing, researching, speaking, using diverse information sources in the library and community, and answering document-based questions requiring an ability to analyze original source documents.

Students in the advanced academic classes are willing to compete and learn to succeed in intraschool and interschool competitions. The program for these students is also assessed indirectly by staff observation of student success in getting accepted to college, obtaining college scholarships, getting jobs which they seek related to their goals, and student success on college entrance exams. Grade point average, attendance, program dropout rate and number of failures are indices also used to help assess the program's effectiveness.

Students are expected to culminate their success in the AA/AP program by successfully completing one or more advanced placement examinations. Successful completion of the examination shall consist of a grade of 3, 4, or 5 on a scale of 1-5 as measured by the College Board. Each college independently determines whether to give credit for a student's advanced placement program, but normally a score of 3 or better is acceptable for achieving advanced placement credit at participating colleges.

Special Program Adaptations – AA Program

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations

Program Objective I.A. *Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.*

Subject Objectives

Students will:

		World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
I.A.1.	Relate examples of the significance of past events to the world today stated as hypothesis or as an analysis for review.											
I.A.2.	Distinguish between important and inconsequential events in history after setting up an appropriate criteria.											
I.A.3.	Explain past events as a historian or social scientist at that time might have explained the events.											
I.A.4.	Define and give examples of the interplay of change and continuity in relationships between events in time.											
I.A.5.	Explain multiple causation of connected historical events without excessively abstract generalizations.											
I.A.6.	Give examples of how two historian or social scientists' judgments about past events have changed with the passage of time, new information and new interpretations.											

Special Program Adaptations – AA Program

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.A. Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives

Students will:

		World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
I.A.7.	Discuss characteristics of personal character and how personal character has affected the individual in history.											
I.A.8.	Explain historical events in relation to the geography, time, place, and context.											
I.A. 9.	Recognize, deveop, and test a hypothesis which demonstrates to the student the difference between a. fact and opinion b. historical or social science evidence and assertion c. assumptions d. analysis e. theory or interpretation											
I.A.10.	Respond appropriately to historical questions, debates, competitions, and problem/decision situations calling for historical/ current issue analysis by participating in the competition.											
I.A.11.	Explain and demonstrate the methods and tools of historic and social science investigation.											

Special Program Adaptations – AA Program

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.A.

Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives

Students will:

	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
I.A.12. Discuss the meaning of an historic or human behavior event using a theory or philosophy of history or the social sciences.											
I.A.13. Read at least two trade books each year in which the historical habits of the mind can be applied—biography, historical novel, or nonfiction—and explain how the books read helped understand the subject being studied in school.											
I.A.14. Complete at least two written products each year using the writing process including one which demonstrates knowledge of writing a brief research paper.											
I.A.15. Complete at least two planned oral presentations each year, including a short persuasive speech and debate at the high school level using audio or visual technology or competition to extend oral skills.											

Special Program Adaptations – AA Program

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.A. Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives

Students will:

	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
I.A.25. As part of the European History AP Program discuss											
a. critical events in European history from 1400 to 1970											
b. various interpretations of the social history of Europe											
c. changing role of women in European history											
d. national and democratic revolutions											
e. development of ideologies which affected Europe and the world in the late twentieth century											
f. causes and effects of major wars, treaties, and efforts at developing international cooperative organizations											
g. comparison of changing philosophies of history over the last five centuries											

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Special Program Adaptations – AA Program

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.B. Interpret source materials, different historical viewpoints, and compare significant historical events with issues and achievements in the world today.

Subject Objectives

Students will:

		World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
I.B.1.	Compare the rise of two developing countries to two countries with more developed economies								▬			
I.B.7.	Listen to a talk by a resource person or historian, take notes, and prepare a report with italics, footnotes, and bibliography on a significant topic affecting more than one civilization.	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	
I.B.8	As part of the advanced placement program demonstrate basic understandings of historiography,and social science research, including	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬
	a. interpreting primary source documents and comparing documents when interpreting document based questions.											
	b. recognizing changing patterns of historical interpretation throughout history.											
	c. completing citical essays analyzing secondary source interpretations.											
	d. completing supplementary readings beyond the text for each major unit studied.											
	e. listening to formal lectures, taking notes, and organizing main ideas for retrieval and review.											

Special Program Adaptations – AA Program

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.F. Describe selected "great ideas" such as democracy, which have shaped Western and other world civilizations in history.

Subject Objectives Students will:	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
I.F.1. Compare Western European, Asian, and African ideas concerning freedom and the individual using at least one source of information for each cultural area.								■		■	
I.F.2. Discuss the importance of the concepts of science and the scientific method on the thinking of western humans.										■	■
I.F.3. Interpret the significance of religion in history.	■	■	■						■	■	
I.F.4. Describe the origin of the concept of nationalism and its spread among western and non-western civilizations.	■									■	
I.F.5. Describe the origins, central beliefs, and effects of ideologies and revolutions on western and non-western civilizations.	■									■	

Special Program Adaptations – AA Program

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.G.

Explain each individual's world heritage including significant ideas, people, institutions, and events from important chronological frameworks.

Subject Objectives

Students will:

	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
I.G.1. Explain the major world historical time periods and why they are called by those titles											
d. Rise of the West (1400 A.D. to 1914)	▬								▬		
e. World in the Western shadow (1800 to 1945)	▬								▬		
f. World in conflict (1914 to 1945)	▬								▬		
g. Problems of the integrated world (1945 to present)	▬								▬		

Special Program Adaptations – AA Program

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations..

Program Objective I.G. Explain each individual's world heritage including significant ideas, people, institutions, and events from important chronological frameworks.

Subject Objectives

Students will:

	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
I.G.2. Describe major developments and leaders that have shaped global experiences over the last five hundred years.											
a. legacies of Egypt, Greece, and Rome	•										
b. origins, ideas, and institutions from Judaism, Christianity, Buddhism, Islam, and Confucianism	•									•	
c. origins, ideas and influence of Buddhism, Islam, Confucianism	•									•	
d. distinctive characteristics of African, Asian, and American pre-Columbian societies	•									•	
e. feudalism and Medieval society	▬									▬	
f. nationalism, English, French, and American Revolutions	▬									▬	
g. Enlightenment including the scientific revolution	▬									▬	
h. industrial, transportation, technology, and Information revolutions	▬									▬	
i. imperialism, decolonization, and ideologies of the 19th and 20th centuries	▬									▬	
j. post-world war approaches to cooperation and interdependence	▬									▬	

History of America
Comparative Govt.
World Problems

Special Program Adaptations – AA Program

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civiliations.

Program Objective I.J.

Develop knowledge of and an appreciation for the multicultural nature of the literary and fine arts (literature, art, theater, and music) in our society, historically and today.

Subject Objectives

Students will:

	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
I.J.3. As part of the study of Art History (AP) explain											
a. five visual characteristics of a major art movement of the ancient or medieval periods								—			
b. development of a major art style	•							—			
c. style, country, and century of thirty key moments of ancient and medieval art								—			
d. a work of art using the following elements: color, composition, texture, line, light/dark, and form/shape								—			
e. how visual examples can be used to show the influence of style from one period on another period of art	•							—			
f. various influences on the development of a specific art movement or individual's art style	—							—			
g. by comparing five visual characteristics of two works of art from different style periods that have the same subject								—			
h. three works of art that have the same theme but differ in style								—			
i. two modern artists through contrast of visual characteristics	•							—			
j. three major commonalities and three differences in art produced by two different cultural and ethnic groups.	•							—			

Special Program Adaptations – AA Program

Program Goal I.

Demonstrate an understanding of the development of and interactions among major civilizations.

Program Objective I.L..

Characterize major world civilizations

Subject Objectives

Students will:

	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
I.L.6. Characterize the form of government of major world civilizations at different times in history compared with today.	▬							▬		▬	
I.L.8. Map routes of interaction between civilizations and explain the historical forces caousing the interaction.	▬	▬								▬	

Special Program Adaptations – AA Program

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.A. Understand and respect individual and cultural differences and similarities.

Subject Objectives

Students will:

	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
III.A.17. As part of the study of Psychology, explain											
a. history and careers											
b. methods and approaches											
c. biological bases of behavior											
d. sensation and perception											
e. states of consciousness											
f. learning, memory and cognition											
g. language											
h. motivation and emotion											
i. developmental psychology											
j. personality											
k. testing and individual differences											
l. abnormal psychology											
m. prevention and treatment of psychological disorders											
n. social psychology											

Special Program Adaptations – AA Program

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.D.

Explain the political concepts of American citizenship.

Subject Objectives

Students will:

	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
III.D.2. Distinguish the characteristics of various types of government: a. representative democracy b. monarchy c. dictatorship.				▬				▬			
III.D.3. Understand the role of public officials in government. a. Distinguish between elected and appointed officials. b. Describe the ways officials can be elected appointed, and removed from office c. Evaluate the actions of public officials on the basis of a given set of criteria.				▬				▬			
III.D.8. As part of the study of American Government (AP), explain a constitutional underpinnings of American democracy b. Congress, the Presidency, bureacracy, and the federal Courts c. political parties and interest groups d. political beliefs and behaviors of individuals e. civil liberties and civil rights					▬						

Special Program Adaptations – AA Program

Program Goal III.

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.D. Explain the basic political concepts of American citizenship

Subject Objectives Students will:	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
III.D.9. As part of the study of Comparative Government (AP), explain in the countries of Great Britain, France, Soviet Union, China, and India, Mexico, or Nigeria											
a. methods and problems in comparing governments											
b. sources of public authority and political power											
c. society, politics, and social cleavages											
d. political principles and theories of the citizen and state											
e. political framework, scope of government activity, institutions, political parties, and political leadership in governments compared											
f. sources, nature, and consequence of political change											

Special Program Adaptations – AA Program

Program Goal V.

Interpret significant historical developments.

Program Objective V.B. Explain how the law, historic documents, and America's diverse cultural heritage have affected important historical events and trends.

Subject Objectives

Students will:

		World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
V.B.5.	Explain the importance of original source documents which have shaped our history.	■	■	■	■	■					■	
V.B.6.	Interpret original source documents with different viewpoints and explain the process followed.	■	■	■	■	■					■	
V.B.7	Discuss the impact of landmark decisions handed down by the Supreme Court on the legal system today.		■	■	■	■						
V.B.11.	Compare the importance of foreign policies of the U.S. throughout its history.		■	■	■	■						

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Special Program Adaptations – AA Program

Program Goal V.

Interpret significant historical developments.

Program Objective V.H. Explain the major topics of U.S. history and how they relate to Cincinnati history.

Subject Objectives

Students will:

	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
V.H.1. Discuss the major issues, events, and leaders of the major chronological time periods in U.S. history in relation to the various ethnic groups that make up the American heritage.											
a. founding the U.S.: significance of democracy, the constitution, and the political party system		•	▬								
b. regional economies, values, and development of the city		•	▬								
c. civil war, slavery, and reconstruction		•	▬								
d. industrialization and laissez faire		•	▬								
e. emerging from isolationism in 1900		▬	▬								
f. the changing foreign policies for war and peace in the 20th century		▬	▬								
g. changing role of government: great depression to democratic reforms		▬	▬								
h. civil rights movement		▬	▬								
i. technological revolution, communications and the service economy.		▬	▬								
j. immigration and the developing multicultural society		▬	▬								
k. the changing meaning and role of the arts in history		▬	▬								

Special Program Adaptations – AA Program

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.B. Know the basic economic concepts and patterns.

Subject Objectives

Students will:

	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
VI.B.10. As part of the study of Advanced Placement Economics explain the following concepts ~~explain~~ in addition to basic and specialized economic concepts identified in other parts of the course of study.						■					
a. opportunity cost					■						
b. specialization and comparative advantages					■						
c. nature and function of product markets					■						
d. factor markets					■						
e. efficiency, equity and role of government					■						
f. measurement of economic performance					■						
g. national income and price determination					■						
h. international economics and growth					■						

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Special Program Adaptations – AA Program

Program Goal VI.

Analyze patterns of social, economic, and political interaction.

Program Objective VI.D. Demonstrate a weekly knowledge of the status of the five most important contemporary world issues resulting from patterns of social, economic and political interaction.

Subject Objectives

Students will:

	World Hist. AA	U.S. Hist. AA	AP U.S. Hist. AA	Am. Govt. AA	AP Am. Govt. AA	Econ. AA	AP Econ. AA	AP Compar. Govt. AA	AP Art Hist. AA	AP Eur. Hist. AA	AP Psych. AA
VI.D.1. Discuss the historic roots and one famous person who has impacted on each of the five critical world issues in the news.											
VI.D.4. Communicate their views citing at least one printed source about one or more critical world issues through a position paper and an oral presentation such as a debate.											
VI.D.3. Use audio, visual, or information technology to explain how technology or world issues might affect human lives in the 21st century.											

PETER H. CLARK ACADEMY

Program Philosophy

The Peter H. Clark Academy offers a unique program in all subjects for students who do not feel they have been successful in a traditional secondary school program. Student selection occurs as counselors and staff consider each potential student's past school record. Generally, students are selected who have one or more of the following criteria:

- high truancy rate
- two or more years behind the classes of students their age
- returning from dropping out of school or pregnancy

The school staff is dedicated to helping each child on an individual basis. Sensitivity to students in the school as well as knowledge of teaching and ability to work in team situations are important traits of the staff members. Program modifications occur at the school as the staff adapts the system program to the individual needs of the students.

Program Differences

The social studies teachers at Peter Clark Academy work to achieve the system program course of study goals and objectives. However, the unique nature of the school causes teachers to make certain adaptations, so the program will be successful for the students. The major modifications in the social studies program are (1) class size requirements, (2) staff planning of interdisciplinary links, and (3) emphasis on linking history and other lessons to current events.

Class size requirements vary based upon the number of staff members allocated each school year, but generally the classes are no more than half the size of a traditional academic class. Each morning a common planning time allows staff members to discuss common problems and develop lessons based upon interdisciplinary links or conceptual organizers agreed to by the staff at the beginning of the school year. The current plan of interdisciplinary links includes the recommendation that the course of study objectives for each academic discipline be tied to the following broad interdisciplinary themes according to a previously accepted time schedule:

- environment
- change and decision-making
- invention and technology
- cultural heritage and the arts
- law and personal rights
- consumer ecomonics and careers

In addition to linking the course of study objectives to the interdisciiplinary conceptual framework, the social studies teachers also try to link the lessons to current issues through the use of supplementary contemporary event material. It is the staff's belief that through class size adjustment, cooperative planning of interdisciplinary links, and the use of supplemental materials from the students' world, the needs of the students and goals of the school can be met.

Assessment

Teachers use the same approaches to preassessment, formative assessment and summative assessment as used in the system program. In addition, the Peter Clark teachers look carefully at student tardiness and truancy, homework and seriousness of purpose, and whether the student is developing good study habits and attitudes as outcome indicators of program success. Success in reducing school dropouts is an interdisciplinary outcome.

INTERNATIONAL STUDIES ACADEMY

The International Studies Academy is a unique Cincinnati Public Schools alternative program located at Withrow High School. The basic components of the academy are the World Awareness Program, International Baccalaureate Program, and English as a Second Language. All programs use the system graded course of study as a base but have additional objectives and courses which extend what is done in the general course of study. Students may choose the World Affairs Program in grades 9-12, the International Baccalaureate Program in grades 11-12, and the English as a Second Laguage Program when language skills indicate the need.

Program Philosophy

The Withrow International Studies Academy Social Studies Program is an international-oriented program in which the goals and objectives of the system social studies program are achieved, along with the special expectations of the Withrow staff and program. Included in the unique understandings expected which form the philosophical framework for the program are:

- global terms and vocabulary
- diverse cultural characteristics--arts, music, philosophy, religion
- cultural universals and commonalities
- human interdependency
- close relationship between physical and human ecology
- effects of culture on international relationships
- effects of human decisions on future events
- careers in international occupations
- knowledge of one culture in depth gained from an understanding of another language and culture
- non-Western as well as Western heritage and culture
- how to avoid using ethnocentric language
- how to communicate with persons from another culture.

Program Differences

The objectives and courses of the social studies graded course of study are taught based upon the system graded course of study, but additional program offerings are necessitated by the general programs offered in the academy. The specific course differences in the academy include:

- IB-ISA Seminar
- Contemporary History IB
- Psychology IB
- History of the Americas IB
- Theory of Knowledge IB
- Human Condition WA and IB

The IB-ISA Seminar is a one semester course which introduces students to the basic understandings of culture, geography, history, science, and literature needed to study the world courses in the academy. Research skills and educational planning for success in the IB program are also included as time permits. Guidelines established by the International Baccalaureate Office in Geneva, Switzerland help teachers planning the Contemporary History, History of the Americas, and Theory of Knowledge courses. The Contemporary History college level course helps students develop the basic understandings of Western and world cultures to succeed on a college level examination for college level credit in the U.S. and other countries. In the History of the Americas students study a college level course on American history with the heritage of

Canada and Latin American countries included. The Theory of Knowledge is also reequired and provides students with a course on the interrelationshiips and philosophy of knowledge. Two electives--Psychology and the Human Condition--are offered.

Course Descriptions

IB-ISA Seminar--The seminar program is a one semester grade 9 program for students entering the school. The four major units include Global Awareness, Global Differences, Global Problems, and Global Understanding. The introductory unit begins by using Cincinnati as an international community to teach key terms needed for global awareness. Culture, diversity, and the concept of region are introduced to help students analyze data with larger concepts; cross cultural comparisons of family, language, and class helps students use case studies to learn cultures in depth. Global problems and universal themes conclude the program of instruction.

Contemporary History IB--In this course students study the western world from 1871 to the present. The program includes the use of critical essays, college level readings, and the development of skills in interpreting original source accounts of historical events. Among the topics studied are the critical events of modern western civilization, ideologies, foreign policies and international war and peace activities of nations, economic systems, philosophy, democracy, and other forms of government, religions, and developments in science. Success on a college level examination is expected for those completing the course.

Psychology IB--This college level course deals with the study of the methods, approaches, history, and major topics of psychology. From the biological basis of behavior to the role of developmental psychology and social psychology, the excitement of learning about human behavior is emphasized. Successful completion of the course includes obtaining college credit from the I.B. examination.

History of the Americas IB--This college level course focuses on comparing selected topics related to various nations of the Americas. Topics include immigration, role of minorities, role of women, types of government and economic systems, and foreign policies of the Americas. Case studies focus on Canada, United States, Mexico, Cuba, Argentina, and Chile. Students will read and analyze college level materials and develop writing and critical thinking skills.

Theory of Knowledge IB-- In this course students reflect upon the meaning of knowledge. This process of reflection guides students through understanding how perception, reason, and language can be important sources of knowledge, logic, the problems of knowledge in the academic disciplines and in values, and the nature of truth. Students apply the processes for the study of knowledge to individual life experiences and to understanding and appreciating different cultures. Students in the I.B. program are expected to complete this course in addition to other social studies and I.B. graduation requirements.

Human Condition WA and IB--As part of their study of world affairs, students in the International Studies Academy may choose to learn more about the human condition. Through the study of human expression in the arts, religion, and other communication, students learn about the economic, wealth, value conflicts, and multicultural lifestyles of humans around the world. Students may not substitute this elective in the I.B. program for one of the required courses.

Assessment

Programs are assessed within the framework of the assessment processes identified for the overall social studies course of study. In addition, the International Baccalaureate Office requires a 4000 word essay and an oral interview before students complete the degree program.

Special Program Adaptations
International Studies Academy

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations

Program Objective I.A. Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives

Students will:

		IB-ISA Seminar	Contemp. Hist. IB	Psych. IB	Hist. of Amer. IB	Theory Knowl. IB	Human Cond. IB
I.A.1.	Relate examples of the significance of past events to events of the world today.						
I.A.2.	Distinguish between important and inconsequential events in history.						
I.A.3.	Explain past events as people at that time might have explained the events.						
I.A.4.	Give examples of the interplay of change and continuity in relationships between events in time.						
I.A.5.	Explain multiple causation of connected historical events without excessively abstract generalizations.						
I.A.6.	Give examples of how judgments about past events have changed with the passage of time, new information and new interpretations.						

Special Program Adaptations
International Studies Academy

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.A. Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives

Students will:

		IB-ISA Seminar	Comtemp. Hist. IB	Psych. IB	Hist. of Amer. IB	Theory Knowl. IB	Human Cond. IB
I.A.7.	Discuss how personal character has affected the individual in world history.						
I.A.8.	Explain world historical events in relation to the geography, time, place, and context.						
I.A. 9.	When analyzing a world event or issue, recognize the difference between a. fact and opinion b. historical evidence and assertion c. assumptions d. analysis of different types of arguments						
I.A.10.	Respond appropriately to historical questions, debates, competitions, and problem/decision situations calling for historical/current issue analysis by participating in the competition.						
I.A.11.	Explain and demonstrate the methods and tools of historic and social science investigation.						

Special Program Adaptations
International Studies Academy

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.A.

Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives

Students will:

		IB-ISA Seminar	Contemp. Hist. IB	Psych. IB	Hist. of Amer. IB	Theory Knowl. IB	Human Cond. IB
I.A.12.	Discuss the meaning of an historic world event using a theory or philosophy of history.						
I.A.13.	Read at least two trade books each year in which the historical habits of the mind can be applied—biography, historical novel, or nonfiction—to the study of world events or world personalities.						
I.A.14.	Complete at least two written products each year using the writing process on a world related topic.						
I.A.15.	Complete at least two planned oral presentations each year, including a short persuasive speech and debate at the high school level,. on a world related topic.						

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Special Program Adaptations
International Studies Academy

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.A. Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives

Students will:

	IB-ISA Seminar	Contemp. Hist. IB	Psych. IB	Hist. of Amer. IB	Theory Knowl. IB	Human Cond. IB
I.A.21. As part of International Study Seminars (1B) Program explain a. key terms needed to study international events b. critical geography and environment concepts c. culture and diversity d. ethnocentrism e. global problem of population, hunger, technology, development, national defense, and human rights f. global themes for improving the world	■					
I.A.26. As part of the Human Condition Program (IB), explain a. nature of the human condition through the ideas of philosophers b. how meaning and moral guidance are provided by the major religions c. means by which humans in world cultures have expressed how they feel about the human condition over time d. means by which humans cope with the problems of the human condition, including problems of health, violence, lack of political liberties, and economic condition						■

Special Program Adaptations
International Studies Academy

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.B.

Interpret source materials different historical viewpoints, and compare significant historical events with issues and achievements in the world today.

Subject Objectives

Students will:

		IB-ISA Seminar	Comtemp. Hist. IB	Psych. IB	Hist. of Amer. IB	Theory Knowl. IB	Human Cond. IB
I.B.1.	Compare the rise of two developing countries to two countries with more developed economies.						
I.B.7.	Listen to a talk by a resource person, social scientist, or historian; take notes, and prepare a report with italics, footnotes, and bibliography on a significant topic affecting more than one civilization.						
I.B.8	Demonstrate basic understandings of historiography and social science research, including						
	a. interpreting primary source documents and comparing documents when interpreting document based questions.						
	b. recognizing changing patterns of historical interpretation throughout history.						
	c. completing citical essays analyzing secondary source interpretations.						
	d. completing supplementary readings beyond the text for each major unit studied.						
	e. listening to formal lectures, taking notes, and organizing main ideas for retrieval and review.						

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Special Program Adaptations
International Studies Academy

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civiliations.

Program Objective I.G.

Explain each individual's world heritage including significant ideas, people, institutions, and events from important chronological frameworks.

Subject Objectives

Students will:

	IB-ISA Seminar	Comtemp. Hist. IB	Psych. IB	Hist. of Amer. IB	Theory Knowl. IB	Human Cond. IB
I.G.4. As part of the study of Contemporary History (IB), explain						
a. European civilization from 1871-1914 including the European world view, industrial revolutions, development of democracy in selected nations, changing role of Christianity and the Zionist movement		■				
b. imperialism including the causes and impact on colonies and colonists						
c. World War I including the causes, events leading to, role of technology, effects, Treaty of Versailles, collective security						
d. Marxism and the Russian Revolution including Marx's ideas, flaws in Marx's ideas due to reality, rise of Communist Party, events leading to the Russian Revolution						
e. democracy and dictatorship including the development of Fascism and Nazism, anti-semitism						
f. World War II including failure of League of Nations, technology changes, reasons for U.S. involvement, Holocaust, post- war reconstruction, and rise of post- war world org.						
g. changing world economics from depression to development						

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Special Program Adaptations
International Studies Academy

Program Goal I.

Demonstrate an understanding of the development of and interactions among major civilizations.

Program Objective I.H.

Explain each individual's world heritage including significant ideas, people, institutions, and events from important chronological frameworks.

Subject Objectives

Students will:

	IB-ISA Seminar	Comtemp. Hist. IB	Psych. IB	Hist. of Amer. IB	Theory Knowl. IB	Human Cond. IB
h. Cold War, Communism, Korea, Vietnam, and the Middle East						
i. crisis and coexistence including detente, union move ment in Europe, and developments in science, religion, and philosophy						
j. nationalism in Africa and Asia						
I.G.5. As part of the study of the History of the Americas (IB), explain the significant developments in Canada, Central, and South America which shape these nations today including						
a. historic events leading to the development of American areas (excluding the U.S.) becoming modern nations						
b. role of Europeans						
c. role of minorities						
d. conflicts which influenced the nation and national heroes and heroines						
e. social, economic and political problems						
f. major foreign policies						
g. development of democracy						

Special Program Adaptations
International Studies Academy

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective III.A. Understand and respect individual and cultural differences and similarities.

Subject Objectives

Students will:

	IB-ISA Seminar	Comtemp. Hist. IB	Psych. IB	Hist. of Amer. IB	Theory Knowl. IB	Human Cond. IB
III.A.17. As part of the sudy of IB Psychology, explain						
a. history and careers						
b. methods and approaches of study and research						
c. biological bases of behavior						
d. sensation and perception						
e. states of consciousness						
f. learning, memory and cognition						
g. language						
h. motivation and emotion						
i. developmental psychology						
j. personality						
k. testing and individual differences						
l. abnormal psychology						
m. prevention and treatment of psychological disorders						
n. social psychology major cultures.						

Special Program Adaptations
International Studies Academy

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective III.B.

Explain the basic ideas of major religions and ethical traditions of other times and places.

Subject Objectives

Students will:

	IB-ISA Seminar	Contemp. Hist. IB	Psych. IB	Hist. of Amer. IB	Theory Knowl. IB	Human Cond. IB
III.B.1. Describe the major religions of the world as they affect the human condition: a. Buddhism b. Christianity c. Confucianism d. Judaism e. Islam						■
III.B.4. As part of the Theory of Knowledge (IB) Program explain: a. how humans interpret the world using perceptions, reason and language. b. knowledge claims of different academic disciplines. c. nature of knowledge and conditions of truth. d. a philosophy of life with consistent and clear arguments					■	

WALNUT HILLS HIGH SCHOOL

Program Philosophy

Walnut Hills High School is a unique six year college-preparatory high school known around the the country for its excellence. The school philosophy emphasizes individual and group achievement, educational and career planning for college and beyond, and service to school and community. The following are the school's general expectations of its students which often go above and beyond the expectations of students in other Cincinnati and Ohio schools.

- successful achievement on an examination for entrance
- participation in the Classical tradition in language and history which includes course requirements in Latin and ancient and medieval history
- school pride in the individual and collective achievement of students on state proficiency tests, college entrance tests, and other tests of achievement
- high level of student success on a broad set of advanced placement offerings
- student participation in a leadershiip program and as appropriate in an honors program to challenge potential leaders in two grade levels
- participation in an extensive program of academic competitions including Citizen Bee, mock trials, essay contests, History Day and others
- accessing a counseling program that encourages all students to complete academic requirements above and beyond the state and system minimums in social studies and other academic areas
- accessing a college planning and scholarship guidance program which enables a large percentage of students to attend and complete college
- participation in a volunteer and community service program
- extensive extracurricular participation in an activity program with many planned experiences which enrich what was learned in the classroom
- proud record of alumni achievements including alumni known locally and nationally

The Walnut Hills staff has high expectations for students completing the social studies program. Students are expected to achieve the school system progam goals and objectives and the additional objectives which are unique to the Walnut Hills courses listed in this manual. As a result of the total program experience at the school, students are expected to

- successfully complete the college preparatory program and be accepted to the college of their choice
- demonstrate high level writing, thinking and other communication skills
- pass the grade 9 and grade 12 Ohio proficiency tests on citizenship
- demonstrate participatory citizenship skills through involvement in school and community service and problem-solving
- demonstrate an interest in the subject for its own sake
- participate as appropriate in extracurricular activities related to the subject such as competitions, clubs and enrichment studies outside the school

Program Differences

The program of studies at Walnut Hills is an extension of the social studies course of study for the school system. Many of the courses taught at Walnut Hills are included in the system course of study, but some differences exist. The following courses are offered at Walnut Hills which are not part of the school system graded course of study:

- Ancient & Medieval History (1 credit--grade 9&10--1 year)
- U.S. History (.5 credit)/Government (.5 credit--grade 11--1 year)
- Archaeology (.5 credit--grades 10-12--1 semester)
- Anthropology (.5 credit--grades 10-12--1 semester)
- Sociology (.5 credit--grades 11-12--1 semester)

The scope and sequence of these courses uses the system program goals, program objectives, and subject objectives as appropriate and also adds additional subject objectives which are included in this manual following this introductory material. The primary difference in the required U.S.History/Government course from the system program is that students take the course in grade 11 instead of grade 10 and will only receive credit for one-half year of U.S. History and one-half year of U.S. Government; the structure of government is taught for one quarter and one quarter of government processes, laws, and actions are integrated with the American history for the remainder of the year. Two other courses from the system course of study are taught with a slightly different sequence but with the same objectives. Modern World History which is taught in grade 9 in the system is taught in grades 10-12 as an elective at Walnut Hills. Ethnic and Cultural Issues is taught for one semester at other system schools and for one year at Walnut Hills as an elective in grades 10-12.

Course Descriptions

Ancient & Medieval History AA--In this course students study human history from the origins of civilization through the early classical civilizations and the Dark Ages of Europe to the Renaissance. After studying early civilizations such as Egypt and Mesopotamia, the classical civilizations of Greece, Rome, China, and early African cultures are studied. In the second semester the Dark Ages of Europe, Feudalism, Medieval Age, Age of Explorers and important non western cultural developments in Africa, Asia, and Latin America are studied before concluding with the Reformation and the Renaissance.

Archaeology--In archaeology students develop the basic tools of the discipline for studying sites of previous human existence. Excavation, siting, dating techniques, artifact analysis and cultural analysis are part of the program of studies. Important attitudes needed to succeed in archaeology are emphasized to ensure that students develop professional approaches and appreciation for other human cultures in space and time.

Anthropology--Students of anthropology learn the basic concepts of culture and the discipline of anthropology as they study case studies in physical and cultural anthropology. From examining artifacts and physical evidence of early humans and their evolution in physical anthropology to comparing cultures, students learn through cross cultural studies how human behavior is tied to the cultural context. Change in humans and cultural groups is studied, and students come to appreciate gender, cultural, and ethnic differences.

U.S.History/Government--The structure and processes of Cincinnati, Ohio, and federal governments are part of the government semester in this program. Elections, political parties, and interest groups are among the topics included in the study of American government. Students also participate in a political campaign of their own choosing which may include voter registration, candidate support activities, and election day activities. The semester equivalent of a study of American history for the course allows students to integrate the study of government and history. After a brief review of the major events, Constitution, and early

issues shaping America, students spend most of the semester studying the last century.

Sociology--In this course students learn the principles of the social science of sociology and then apply these principles to analyzing problems occurring in contemporary American society. The course begins with an introduction to important terms which continues throughout as students read the literature of the discipline. Techniques of social science experimentation are used to illustrate how social science principles can be verified. Students begin to examine their own values as they study contemporary social problems. In the second half of the course students study specific social problems such as the problems of the family, cities, racial tension, crime, the elderly, immigrants, health care, and drug abuse.

Assessment

The Walnut Hills social studies program is subject to ongoing preassessment, formative assessment, and summative assessment procedures as the department strives to continuously improve the social studies program. The following assessment procedures are frequently used:

Preassessment:

1. Teacher review of student records
2. Pretest or prewriting assignment
3. Summer assignment and followup discussions and test
4. Personal autobiography by student

Formative Assessment:

1. Regular homework
2. Quizzes and tests
3. Site studies
4. Writing projects
5. Teacher observation of discussion and student leadership
6. Oral talks, panels, and debates
7. College Board document-based questions
8. Media projects (posters, slides, video)
9. Checklists
10. Community involvement assessment procedures
11. Map projects
12. Computer/technology assessment

Summative Assessment

1. Department review of student suggestions by course as appropriate
2. Optioning process
3. Students participating in Youth in City Government, Citizen Bee, mock trials, History Day, and extracurricular activities related to social studies subjects
4. Number of college recommendations written and students accepted
5. Scores on state proficiency tests, S.A.T., A.C.T., and College Board advanced placement tests
6. Feedback from alumni and parent groups
7. Student grades
8. School awards such as Merit School

In the future the staff will be experimenting with new forms of assesment with other teachers in the system, as they use portfolio assessments, project assessments, self-report assessments, instructional assessment tests, and problem analysis when appropriate.

Special Program Adaptations
Walnut Hills High School

Program Goal I.

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.A.

Use history's habits of the mind to analyze critical watershed events of major civilizations in relation to the events and issues in the world today.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
I.A.1.	Explain the methods a sociologist uses to study the question, group, theory or problem.						■
I.A.2.	Explain the growth of archeology as a discipline, including the development of the techniques used and the opening of career opportunities.		■				
I.A.3.	Participate in laboratory work with artifacts to analyze and describe them in written and oral form.		■				
I.A.4.	Describe and cite examples of cultural assimilation and cultural diffusion.	■					
I.A.5.	Explain different ways of looking at the past in different civilizations.	■					

Special Program Adaptations
Walnut Hills High School

Program Goal I

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.B.

Interpret source materials, different historical viewpoints, and compare significant historical events with issues and achievements in the world today.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
I.B.1.	Describe the issues which caused the American Revolution.				▬		
I.B.2.	Attend archeological lectures at local universities and related groups.		▬				
I.B.3.	Compare different sources of different viewpoints on the same historical event. (A/M)	▬					

Special Program Adaptations
Walnut Hills High School

Program Goal I

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.D. Investigate the development of cultural groups over time and as a result of contact with each other.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
I.D.1.	Analyze the various social structures of men and women in Greece, Rome, Africa, the Middle East, and China				▬		
I.D.2.	Discuss major concepts of archeology sites which have been systematically studied using scientific techniques. - site selection - methods of Schliemann, Jefferson and others - dating systems - excavation techniques - artifact analysis and feature description - cultural analysis		▬				
I.D.3.	Explain the differences between physical and cultural anthropology including the following: - evolutionary development of human life - recognition of similarities between all humans - appreciation of gender, cultural and ethnic differences - abilities of humans to adapt to diverse and continually changing physical and cultural environments			▬			

Special Program Adaptations
Walnut Hills High School

Program Goal I

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.E. Analyze the transformations of African Americans, Appalachians, and other groups to American citizenship in United States history.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
I.E.1.	Describe the institution slavery in pre-Civil War American history.				▬		
I.E.2.	Describe the contributions of black Americans to American society in the 1920's and 1930's.				▬		
I.E.3.	Discuss the causes and means of preventing genocide as perpetrated against the Jews and other minorities in the last century.				▬		
I.E.4.	Trace the Civil Rights Movement from integration of the Armed Forces to the present.				▬		
I.E.5.	Analyze the direct action of - Jane Addams - Mary Bethune - Margaret Sanger - Eleanor Roosevelt - Rosa Parks - Fannie Lou Hamer - Jane Fonda				▬		

Special Program Adaptations
Walnut Hills High School

Program Goal I

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.F. Describe selected great ideas such as democracy, which have shaped Western society and other civilizations

Subject Objectives

Students will:

		Anc. & Medev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
I.F.1.	Describe the Greek development of democracy and citizenship	▬					
I.F.2.	Discuss the concept of "one world" in early civilizations, i.e. conquest, laws, language, Pax Romana trade between east and western lands.	▬					
I.F.3.	Compare the advantages and disadvantages of feudalism with other systems.	▬					
I.F.4.	Discuss the influence of early universities.	▬					
I.F.5.	Recognize the interplay of government and religion in the Middle Ages.	▬					
I.F.6.	Discuss the issues brought about by Manifest Destiny.				▬		
I.F.7.	Analyze the importance of the church and state controversy in the Middle Ages.	▬					

Special Program Adaptations
Walnut Hills High School

Program Goal I

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.F. Describe selected great ideas such as democracy, which have shaped Western society and other civilizations

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
I.F.8.	Describe the development of governmental institutions in the ancient world.	■					
I.F.9.	Describe the role of intellectual developments as a precursor for societal change.	■					

Special Program Adaptations
Walnut Hills High School

Program Goal I

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.G.

Explain each individual's heritage including significant ideas, people, institutions, and events from important chronological frameworks.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
I.G.1.	Discuss the influence of the Progressive Movement on minority groups.				▬		
I.G.2.	Discuss selected AmerIndian cultures and other historic cultural groups which lived in America before the Europeans.		▬				

Special Program Adaptations
Walnut Hills High School

Program Goal I

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.H. Compare the effects and cultural interaction on the history of English and other languages of major civilizations

Subject Objectives

Students will:

	Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
I.H.1. Discuss the foundation and use of language development						

Special Program Adaptations
Walnut Hills High School

Program Goal I

Demonstrate an understanding of the development of and interaction among major civilizations.

Program Objective I.J. Develop a knowledge of and an appreciation for the multicultural nature of theliterary and fine arts in our society historically and today.

Subject Objectives

Students will:

	Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
I.J.1. Discuss Greek, Roman, Middle Eastern, African and Chinese contributions to the arts.						

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Special Program Adaptations
Walnut Hills High School

Program Goal II

Evaluate ways humans interact with the environment.

Program Objective II.B. Discuss the physical and human characteristics of places in history and today.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
II.B.1.	Locate the final geographic settlement of the Germanic tribes.	■					
II.B2.	Discuss archeological sites after viewing audio visual presentations.		■				
II.B.3.	Discuss archeological sites after visiting/working at the site.		■				

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Special Program Adaptations
Walnut Hills High School

Program Goal II

Evaluate ways humans interact with the environment.

Program Objective P.O. C Explain relationships within places or human-environment interactions which reveal cultural values, technology, the economy, or political circumstances.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
II.C1.	Identify the causes and effects of geography on early Homo Sapiens.	■					
II.C.2.	Identify the influence of geography on the cultural development of Greece, Middle East, Africa, Rome, and China.	■					
II.C.3.	Analyze the struggle of Homo Sapiens in controlling the environment.	■					
II.C.4.	Explain the causes, changes, problems, and reforms as related to the growth of cities.				■		
II.C.5.	Complete a study of primates at the zoo and discuss the effects of environment on the behavior of the primates.		■				
II.C.6.	Analyze the effects of climate as a major force in historical development.	■					
II.C.7.	Evaluate the importance of the agricultural revolution in the development of civilization.	■					

Special Program Adaptations
Walnut Hills High School

Program Goal II

Evaluate ways humans interact with the environment.

Program Objective II.D Discuss the movement of people, information, ideas, goods, and services interacting through transportation and communication technologies to form interdependencies.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
II.D.1.	Recognize the exchange of ideas among the various early humans.	■					
II.D2.	Discuss the patterns of immigration and experiences of immigrants.				■		

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Special Program Adaptations
Walnut Hills High School

Program Goal II

Evaluate ways humans interact with the environment.

Program Objective II.E. Analyze regions including how they have been formed and changed in history.

Subject Objectives

Students will:

	Anc. & Medev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
II.E.1. Recognize the characteristics of the closing of the frontier and the settling of the Plains, Oklahoma Territory, and Pacific Coast.				■		

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Special Program Adaptations
Walnut Hills High School

Program Goal III

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III. A.

Understand and respect individual and cultural differences.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
III.A.1.	Identify the motivations, fears, and apprehensions associated with early explorations.	■					
III.A.2.	Define the basic terms associated with sociology.						■
III.A.3.	Use logic and discuss a problem without bias.						■
III.A.4.	Explain basic concepts of physical and cultural anthropology including the following: - introductory concepts of culture and the discipline of anthropology - life's beginnings - evolution - primates and their behavior - human evolution (physical and cultural) - social groups - culture and ethnocentrism - subsistence patterns - marriage, family, and kinship - Eskimo and Indian societies - issues and problems			■			

Special Program Adaptations
Walnut Hills High School

Program Goal III

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III. A. Understand and respect individual and cultural differences.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
III.A.5.	Describe the process of democratization of society in the ancient world.						
III.A.6.	Describe the process and evaluate the importance of codification of law in the ancient world.						
III.A.7.	Describe the rise of cities in the Middle Ages.						
III.A.8.	Describe the interrelationships between and integration of political and economic institutions in historical development.						

Special Program Adaptations
Walnut Hills High School

Program Goal

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.B.

Explain the basic ideas of major religions and ethical traditions of other times and places.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
III.B.1.	Recognize the development of basic religious beliefs.	■					
III.B.2.	Describe the foundations of widespread religious societies.	■					
III.B.3.	Describe the influences generated by the Moslems on Western civilizations.	■					
III.B.4.	Identify the influence of the Roman Catholic Church on feudal and medieval societies.	■					
III.B.5.	Discuss the major concepts of Classical and Biblical archeology which are useful in the study of Ancient and Medieval History.		■				
III.B.6.	Discuss the struggle between church and state in the Middle Ages.	■					

Special Program Adaptations
Walnut Hills High School

Program Goal III

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.E. Demonstrate leadership skills necessary for entrance into leadership positions of school and community governance and service organizations as part of the student's assumption of the role of OFFICE OF CITIZEN.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
III.E1.	Describe career opportunities in politics, law, religion, and related fields which had their beginnings in early civilizations.	▬					
III.E.2.	Discuss the processes of voter registration, voting, and participation in neighborhood organizations.					▬	

Special Program Adaptations
Walnut Hills High School

Program Goal

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.G. Explain the fundamental principles of economics needed to function in the market place, work place, and voting place.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
III.G.1.	Explain the causes, effects, and responses to the economic depression of the 1930's.				▬		
III.G.2.	Explain the causes and effects of inflation and unemployment in the United States today.				▬		

Special Program Adaptations
Walnut Hills High School

Program Goal III

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.H. Analyze historical responses to scarcity.

Subject Objectives

Students will:

	Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
III.H.1. Recognize the foundations of modern trade, commerce, and banking.						

Special Program Adaptations
Walnut Hills High School

Program Goal

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective **III.J.** Make responsible life and society decisions based upon ethical and democratic principles.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
III.J.1.	Discuss the advantages of following the basic values of archeological study including the following: - "Pot hunting" is detrimental to our knowledge of early cultures. - Archaeology requires training in many different areas. - Archaeology and history supplement each other. - Archaeological sites and museums should be supported and preserved. - Archaeology is interesting. - The ethics of excavating a mortuary site is based upon the possibility of their destruction and on what practical information about health that we can obtain.		▬				

Special Program Adaptations
Walnut Hills High School

Program Goal III

Compare values, beliefs, political ideas, and institutions within historical and contemporary situations.

Program Objective III.L Demonstrate awareness of ethnic ancestry and cultural heritage in relation to self-definition.

Subject Objectives

Students will:

	Anc. & Medev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
III.J.1. Explain how self-understanding comes from the cultural study of the human heritage.			■			

Special Program Adaptations
Walnut Hills High School

Program Goal IV

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.A Demonstrate skills in maintaining positive relationships with other individuals or groups and in responding construc tively to conflict in relationships.

Subject Objectives

Students will:

	Anc. & Medev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
IV.A.1. Propose and analyze possible solutions to specific social problems.						■

Special Program Adaptations
Walnut Hills High School

Program Goal IV

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.B. Interpret constitutional and other legal conflict-related issues in history and today.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
IV.B.1.	Analyze the results of the collapse of law and order in Rome	▬					
IV.B.2.	Analyze the issues, the compromises, and the results of the Constitutional Convention.				▬		
IV.B.3.	Analyze the contributions of the Marshall Court to the building of nationalism in the U.S.				▬		
IV.B.4.	Discuss the concepts of McCarthyism and the Warren Court.				▬		
IV.B.5.	Describe the impact of the Watergate incident on American politics.				▬		
IV.B.6.	Discuss major Supreme Court decisions and their impact on busing and quotas.				▬		

Special Program Adaptations
Walnut Hills High School

Program Goal IV

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.C. Explain similarities and differences among individuals from diverse ethnic, cultural, linguistic and religious groups from the community, U.S. and the world.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
IV.B1.	Identify the Allies and the Axis powers of World War II.				■		
IV.B.2.	Identify the role and leadership of the Southern Christian Leadership Conference and compare it with the Student Nonviolent Coordinating Committee in the Civil Rights Movement of the 1960's				■		

Special Program Adaptations
Walnut Hills High School

Program Goal IV

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.E. Identify attempts to establish organizations dedicated to conflict resolution, and evaluate some.

Subject Objectives

Students will:

	Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
IV.E.1. Identify the purpose of the League of Nations.				■		
IV.E.2. Explain the purpose of the United Nations.					■	

Special Program Adaptations
Walnut Hills High School

Program Goal IV

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.F. Explain the various causes of war, and of the approaches to peacemaking and war prevention.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
IV.F.1.	Describe the foundation and evolution of American diplomacy.				▬		
IV.F.2.	Describe the issues which caused and occurred during the Civil War.				▬		
IV.F.3.	Analyze the problems and results of the Reconstruction Era.				▬		
IV.F.4.	Describe the causes and effects of the war with Spain.				▬		
IV.F.5.	Analyze the political atmosphere in the U.S. preceding World War I.				▬		
IV.F.6.	Explain the U.S. involvement in World War I.				▬		
IV.F.7.	Discuss the effects of World War I on the U.S. and the world.				▬		
IV.F.8.	Describe the controversy in the U.S. related to the Treaty of Versailles and the League of Nations.						

Special Program Adaptations
Walnut Hills High School

Program Goal IV

Evaluate types of conflict and methods of conflict resolution.

Program Objective IV.F. Explain the various causes of war, and of the approaches to peacemaking and war prevention.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
IV.F.9.	Evaluate world efforts to maintain peace during the rise of to talitarianism in the twentieth century.				▬		
IV.F.10.	Analze the major wartime conferences of the Allies.				▬		
IV.F.11.	Describe the events leading to the increased tension between the U.S. and U.S.S.R. after World War II.				▬		
IV.F.12.	Analyze the causes and effects of American involvement in Korea and Viet Nam.				▬		
IV.F.13.	Interpret U.S. foreign policy and domestic policy in relation to the energy crisis.					▬	

Special Program Adaptations
Walnut Hills High School

Program Goal V

Interpret significant historical developments.

Program Objective V.B. Explain how the law, historic documents, and America's diverse cultural heritage have affected important historical events and trends.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
V.B.1.	Discuss the major parts of the Constitution.					▬	
V.B.2.	Analyze the protection of individual rights by the government.					▬	

Special Program Adaptations
Walnut Hills High School

Program Goal V

Interpret significant historical developments.

Program Objective V.C. Compare major developments in history.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
V.C.1.	Identify and describe major events in the development of history.	■					
V.C.2.	Explain the contributions of prehistoric cultures to early historic civilizations beginning with the cradle of humankind in Sub-Sahara Africa.	■					
V.C.3.	Recognize the importance of political and military leadership in the growth of a nation.	■					
V.C.4.	Classify the various types of government development in early civilizations.)	■					
V.C.5.	Explain the theories surrounding Germanic movements.	■					
V.C.6.	Explain the results of the Crusades as leading to future explorations.	■					
V.C.7.	Discuss the basic principles of sociology formulated since the late 19th century.						■

Special Program Adaptations
Walnut Hills High School

Program Goal V

Interpret significant historical developments.

Program Objective V.E. Explain how women have shaped history.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
V.E.1.	Compare the role of women in different civilizations.						
V.E.2.	Compare changes in the role of women over time.						

Special Program Adaptations
Walnut Hills High School

Program Goal V

Interpret significant historical developments.

Program Objective V.F. Explain how technology has changed the way we live.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
V.F.1.	Interpret social and cultural trends in the Gilded Age.				▬		
V.F.2.	Interpret the impact of television, computer, and satellites.				▬		
V.F.3.	Explain how technology serves as a precursor for social change.	▬					

Special Program Adaptations
Walnut Hills High School

Program Goal V

Interpret significant historical developments.

Program Objective V.G. Identify how political parties have developed, changed in history, and impacted American life.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
V.G.1.	Explain the role of political parties, giving specific attention to leaders, members, structure, purpose, role, responsibilities, and campaigning.					▬	
V.G.2.	Explain the Suffrage Movement and the progress of women in political parties and in holding elective office.				▬		

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Special Program Adaptations
Walnut Hills High School

Program Goal V

Interpret significant historical developments.

Program Objective V.H. Explain the major topics of U.S. history which together constitute a framework for evaluating the importance of chronology, cause and effect, and the significance of Cincinnati in U.S. history.

Subject Objectives

Students will:

		Anc. & Medev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
V.H.1.	Discuss the differences and the contributions of Alexander Hamilton and Thomas Jefferson and their supporters to American history.				▬		
V.H.2.	Identify the characteristics of the Jacksonian Period.				▬		
V.H.3.	Identify the phases of railroad building during the nineteenth century.				▬		
V.H.4.	Discuss the rise and spread of industrialism.				▬		
V.H.5.	Recognize industrial empire builders and captains of industry.				▬		
V.H.6.	Recognize the characteristics of the Progressive Movement.				▬		
V.H.7.	Specify the domestic and foreign policies of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.				▬		

Special Program Adaptations
Walnut Hills High School

Program Goal V

Interpret significant historical developments.

Program Objective V.H. Explain the major topics of U.S. history which together constitute a framework for evaluating the importance of chronology, cause and effect, and the significance of Cincinnati in U.S. history.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
V.H.8.	State the main provisions of the Treaty of Versailles.				■		
V.H.9.	Describe the governmental response in the U.S. to the effects of the Great Depression.				■		
V.H.10.	Discuss the continuing effects of the New Deal on our economy.)				■		
V.H.11.	Define major terms and concepts related to the U.S as a world leader in foreign affairs in the late nineteenth and early twentieth century.				■		
V.H.12.	Analyze the events related to the Bay of Pigs invasion and the Cuban missile crisis.				■		
V.H.13.	Discuss the continuing struggle for equality since 1970.				■		
V.H.14.	Discuss the post-Watergate trends and problems of national political leadership.				■		

Special Program Adaptations
Walnut Hills High School

Program Goal VI

Analyze patterns of social, economic, and political interaction.

Program Objective VI.A. Know the basic social concepts and patterns.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
VI.A.1.	Identify the outstanding social characteristics of the 1920's/ 1930's.				▬		
VI.A.2.	Discuss the basic concepts of sociology. - social science - sociology -research methodology -empirical evidence - sociologists such as Comte, Durkheim, Sumner, Marx, Weber, Mead - modern perspective including exchange theory, symbolic interactionism, functionalism, and conflict theory - culture including folkways, norms, and mores - cultural diversities and similarities - social and cultural change theories - language in culture - group interaction - social structure including roles, status, class and conflicts, and social stratification						▬
VI.A.3.	Identify outstanding social characteristics of the 1950's, 1970's, and 1980's and compare these decades to the 1920's and 1930's.				▬		

Special Program Adaptations
Walnut Hills High School

Program Goal VI

Analyze patterns of social, economic, and political interaction.

Program Objective VI.C. Know the basic political concepts and patterns.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
VI.C.1.	Explain the branches and departments of the federal government.					■	
VI.C.2.	Describe the election process and responsibilities of the Presidency.					■	
VI.C.3.	Develop an analysis of the election process and the responsibilities of Congress.					■	
VI.C.4.	Discuss the structure, selection, and the responsibilities of the Judiciary system					■	
VI.C.5.	Explain the interaction among the branches of the federal level of government.					■	
VI.C.6.	Analyze the influence of public opinion, news media, pressure groups, and political parties on government decisions.					■	

Special Program Adaptations
Walnut Hills High School

Program Goal VI

Analyze patterns of social, economic, and political interaction.

Program Objective VI.C. Know the basic political concepts and patterns.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
VI.C.7.	Discuss the Ohio Constitution and its relationship to the structure and problems at the state level of government.					▬	
VI.C.8.	Analyze the problems presented to state government including, but not limited to taxation, education, welfare, and utilities.					▬	
VI.C.9.	Describe the relationship of state government to the federal level and to the local level of government.					▬	
VI.C.10.	Indicate and analyze the types of structures, problems, and services of local government.					▬	
VI.C.11.	Analyze the political process by participation in the political campaign of the student's choice.					▬	

Special Program Adaptations
Walnut Hills High School

Program Goal VI

Analyze patterns of social, economic, and political interaction.

Program Objective VI.D. Recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within a historical context.

Subject Objectives

Students will:

	Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
VI.D.1. Recognize the foundations of modern society in the Medieval World.						

2-200

Special Program Adaptations
Walnut Hills High School

Program Goal VI

Analyze patterns of social, economic, and political interaction.

Program Objective VI.E. Recognize the interrelatedness of geography, economics, culture, belief systems, and political systems within a historical context.

Subject Objectives

Students will:

		Anc. & Mediev. Hist.	Archaeology	Anthropology	U.S. History	Am. Govt.	Sociology
VI.E.1.	Describe labor organizations and industrial conflicts in the late 1800's compared to present trends.				■		
VI.E.2.	Analyze the politics of indifference and rebellion from Reconstruction to the turn of the century.				■		
VI.E.3.	Describe the role of economics in diplomacy in American history.				■		
VI.E.4.	Analyze problems of social institutions such as the following - need for social planning and policies - role of the family - effects of the economy - plight of cities - education - religion - population growth - racial tension - drug abuse and alcoholism - acculturation and minorities - juvenile delinquency - aliens - crime - health care - poverty - court system - elderly - government credibility						■

WESTERN HILLS HIGH SCHOOL

Program Philosophy

Western Hills High School provides a broad range of educational offerings as a neighborhood school in Cincinnati. The school serves students from many backgrounds and with many different needs. An important part of the Western Hills Program is the traditional college preparatory program offered at the school. This progam offering includes the social studies program offerings in the system-wide course of study. In addition to the system scope and sequence, Western Hills offers Ancient & Medieval History at grade 9.

Program Difference

Ancient & Medieval History is the college preparatory program difference from the system course of study offered at Western Hills High School. This course is a one year program offering one credit for students in grade 9 who wish the traditional preparation for an advanced placement program.

In Ancient & Medieval History AA students study human history from the origins of civilization through the early classical civilizations and the Dark Ages of Europe to the Renaissance. After studying early civilizations such as Egypt and Mesopotamia, the classical civilizations of Greece, Rome, China, and early African cultures are studied. In the second semester the Dark Ages of Europe, Feudalism, Medieval Age, Age of Explorers, and important non-western cultural developments in Africa, Asia, and Latin America are studied before concluding with the Reformation and the Renaissance.

Assessment

The school social studies teachers use a variety of preassessment, formative assessment, and summative assessment procedures consistent with the system graded course of study. Success in student achievement on advanced placement examinations is monitored for possible program revision as needed.

SPECIAL PROGRAM ADAPTATIONS

ENGLISH AS A SECOND LANGUAGE PROGRAM PHILOSOPHY

The Cincinnati Public School system recognizes its moral and ethical obligations, as well as its legal duty under the Civil Rights Act and the Equal Educational Opportunities Act, to serve the needs of children whose primary language is other than English. It is committed to meeting the unique educational needs of Limited English Proficient (LEP) students.

To achieve this goal, the system has established an English as a Second Language (ESL) Program which offers a unique learning opportunity for LEP students K-12. The following principles of language acquisition, instruction, and cultural education form the philosophy of the ESL Program.

I. Language Acquisition

1. All children who have successfully learned a first language are capable of learning another language.
2. Learners may employ a variety of strategies in learning a language.
3. Language is a communicative process. It is interactive.
4. LEP students will most likely be motivated to speak English if they have opportunities to communicate with their native English-speaking peers in appropriate mainstream classes, ESL classes, and in other school related activities.
5. Language acquisition takes time. Due to the uniqueness of each language learner, the amount of time varies. However, students generally need an extended initial phase of hearing and listening to language before they are able to reproduce it. (Silent Period)
6. Young students generally acquire their second language by gaining skill proficiency in the following order: aural comprehension, speaking, reading, and writing.
7. As in all areas of learning, second language learners who experience success are likely to succeed.
8. When communicating with students, teachers should be more concerned with message content than with message form. That is to say, what students say is more important than how they say it. As in first language acquisition, with enough exposure to correct speech models, students will eventually improve their ability to deliver messages in the proper form. Such communicatively proficient students are then ready to focus on the refinement of language forms.

II. Instruction

1. All Cincinnati Public School instructional and support personnel (ESL teachers, classroom teachers, instructional assistants, Ccunselors, etc.) share the responsibility of leading LEP students toward English proficiency.
2. Instructional approaches include the development of listening, speaking, reading and writing. In the early stages, listening is emphasized.
3. Language learning is best facilitated by multisensorial activities.
4. A variety of activities in each instructional period is necessary to accomodate various learning styles and to maintain students' attention.
5. ESL instruction incorporates conversation, grammar, and vocabulary skills.
6. Concept development in the content areas is also a vital componant of ESL instruction. ESL content area instruction is designed to develop the English language skills of ESL students and increase the cognitive skills needed for them to function effectively in the mainstream social studies classes.
7. When available, instruction is given in the students' native languages in order to assure the concept development necessary for academic success.The ESL program is committed to providing the academic background necessary to prepare LEP students for regular classroom instruction. Due to political and economic factors in their native countries, some LEP students have had little or no formal education prior to enrollment in the Cincinnati Public Schools. Special attention is given to these students.

III. Cross-Cultural Education

1. The ESL program recognizes the individuality of its students. Students are encouraged to retain pride in and knowledge of their heritage, culture and language.
2. The ESL program recognizes its responsibility to include parents and extended families in the process of education, acculturation, and maintenance of pride in students' heritage.
3. Successful experience in a second language includes the ability to understand and to function in a new culture.
4. The ESL program aids the process of acculturation by helping students understand American culture - people, life styles, geography, economics, history, institutions, and contributions of immigrants.
5. Cross-cultural education is promoted by involving students in real or simulated activities which will be integrated into the ESL program.

Students whose limited English proficieny prevents them from achieving in the mainstream social studies class receive instruction in the content area in the ESL classroom. The ESL social studies program shares the objectives in the Scope and Sequence that are appropriate for that grade level and adapts them to assist LEP students to make academic progress while acquiring English proficiency.

ENGLISH AS A SECOND LANGUAGE PROGRAM

INTRODUCTION

The Cincinnati Public Schools English as a Second Language (ESL) Program provides special instructional services to students whose home language is other than English. These services are provided in ESL centers located at various sites in the district. Elementary sites serve students in grades K-5, the middle school site serves students in grades 6-8, and the high school site serves students in grades 9-12.

Students are housed in schools that are racially balanced. Three of these schools are in the Bilingual Alternative Schools Program which offers English dominant students the opportunity to study a second language.

Time spent in the ESL class varies from one-half day at the elementary level to one to five periods in the middle and high school levels. ESL students at the high school level may opt for either the academic or vocational track.

PLACEMENT

Student Identification and Placement in ESL

Students may be identified for potential eligibility by parent or sponsor request. Identification may also be made through completion of the Home Language Survey, a form required to be completed for all students enrolled in the Cincinnati Public Schools.

Students identified as potentially eligible may enroll directly in an ESL center if there is a clear and obvious lack of English language proficiency - as is often the case with recent immigrants or refugees. Other students are assessed with regard to English language proficiency and academic skill. This assessment is used to determine eligibility for enrollment.

Exit from ESL

Students exit ESL centers when their English language proficiency is commensurate with the skills required to function in a regular academic setting. Such determination is made upon the basis of standardized English language proficiency test scores, standardized measures of academic achievement and teacher judgment. Students may also exit upon parental request.

All procedures used by the Cincinnati Public Schools conform to federal guidelines which pertain to the rights of language minority students.

Grade Placement of Students

The grade placement assignment of LEP students is made by the ESL Coordinator with the involvement of the building principal or his/her designee and the student's parent/guardian. Every effort is made to have an interpreter present during interviews, if needed.

Students entering the school district at age 5 are placed in kindergarten. Six year olds who have not been in a recognized kindergarten program are placed in

kindergarten in accordance with Ohio Revised Code.

Students who have school records are placed in the appropriate grade level based upon those records. Students who have no school records are placed in a grade level based upon their age.

High school credit is given to students who have records of comparable courses in their home countries.

RETENTION

Decisions regarding the promotion or retention of LEP students in grades 1-8 are made by a team consisting of the ESL teacher and the mainstream teacher(s) in consultation with the ESL Coordinator. Approval of recommendations for retention must be made by the principal.

Criteria for retentionl take into account: student's age, educational history, and English proficiency. Included in the team's assessment of the student is an evaluation of the student's progress to date, and levels of cognitive and social development. The latter factors are reviewed with regard to the demands which are placed on the student should assignment to the next grade be made or not be made.

The following sections of the district's policies on retention shall also apply to LEP students:

No pupil should spend more than eight years in the elementary grades 1-6.
More than two years in a given grade should never be required.
Repetition of two successive grades should be avoided.
A pupil may be assigned to the next grade level if he/she is two or more years older than other children at the grade level and has been retained previously.

CLASS SIZE AND CERTIFICATION

Maximum ESL class size is 25 according to Ohio Revised Code Section 3301.079. ESL Teachers must hold State of Ohio teaching certificates validated to teach Bilingual Multicultural students according to Ohio Revised Code Section 3319.22(o).

ORGANIZATION/SCHEDULING

Elementary

Students aged 5-11 attend ESL centers housed in elementary schools. Elementary sites are racially integrated and balanced. Language minority students are placed in age appropriate grade levels and homerooms where students are mainstreamed for one half day. Such placement allows students to interact with native English speaking peers, facilitating both English language acquisition and orientation to American social and cultural behavior patterns. The half day spent mainstreamed is usually the time when skills other than English, reading and language arts are taught.

ESL class occupies one half day. Maximum class size is 25, with emphasis on small group and individualized instruction. English oral language development is stressed for all students. English reading and writing instruction varies with both the age of the students, e.g. Kindergarten vs. Grade 5, and with each student's level of English proficiency. Content area instruction and reinforcement are included in the ESL Program, and are facilitated by close cooperation between subject area and the ESL teachers.

Students who have acquired greater proficiency in English may be transitioned to the regular academic program by spending less than one half day in ESL. Criteria for transitioning out and exiting from the ESL Program are described above.

Middle School

All LEP students aged 11-13 attend ESL at the middle school site. Language minority students are scheduled for a minimum of two subjects daily with English dominant students. These subjects are art, music or physical education and mathematics. The mainstream program is intended to facilitate the language minority student's acquisition of English as well as to facilitate adjustment to American social and cultural life. As the English level improves, students are scheduled for content classes in the mainstream.

Up to five periods daily are spent in ESL. The ESL Program includes English oral language development, reading and writing, and subject area reinforcement. Instructional groupings reflect students' English language proficiency and previous academic training. Maximum ESL class size at the middle school level is 25, with emphasis on small group and individualized instruction.

Students who have acquired greater proficiency in English may be transitioned to the regular academic program for content area classes. Criteria for transitioning out and exiting from the ESL Program are described above.

High School

Language minority students are placed within one of five levels of English proficiency based upon testing and teacher observation. When students have sufficient English proficiency, they may opt to pursue vocational or academic tracts offered in the regular program at the high school.

Level 1 students are in ESL classes for five instructional periods per day. They receive instruction in basic survival skills, speech, reading and writing. They receive language simplified instruction in science and social studies. They leave the ESL teacher for instruction in mathematics and physical education.

Level 2 students are in ESL classes four or five instructional periods per day, depending upon their ability to function in regular classes. Level 2 (also known as OWA/ESL) is funded through vocational funds and instruction is given in entry level job skills as required by vocational guidelines. The students are placed on in-school jobs for one instructional period per day during the second semester as required by OWA guidelines. They also receive instruction in English, survival

skills and social studies in the OWA/ESL classroom. Level 2 students attend regular classes in mathematics, physical education and science. If the students' English would preclude success in regular science classes, they are taught science by an ESL teacher.

Level 3 students are in ESL classes three instructional periods per day. They receive instruction in English, history and survival skills. Four other instructional periods per day are spent in the regular high school program and may be either vocational or academic.

Level 4 ESL students may spend one or two instructional periods per day in the ESL classroom. Instruction focuses on higher level reading and writing skills. Five or six additional periods per day are spent within the regular vocational or academic tracts at the high school.

Level 5 ESL students spend one instructional period per day in the ESL classroom. The focus is on writing and advanced thinking skills. The remainder of the day is spent in regular vocational or academic classes.

MARKING PROCEDURES

Students in the ESL Program whose English language skills are so limited that they impede academic progress should be assigned grades only in those areas where a realistic evaluation of student progress can be made, e.g. art, physical education, social skills, work habits, etc. Grades should not be assigned in areas in which it is difficult to make a fair assessment of academic achievement. Rather, a brief note of explanation of progress should be provided. An evaluation of the pupil's progress in English must be included.

ESL students are graduated from high school when they have accumulated the number of Carniegie Units required by the State of Ohio. Students entering at the senior high level with little prior education and little or no English language skills may need more than four years to complete the requirements for high school graduation. Students coming in with records of high school classes taken in other countries will have their records evaluated by the school counselor.

ORIENTATION PHASE

The Cincinnati Public Schools' ESL Program recognizes the unique needs of students who are new to this country. The LEP student is adjusting, not only to a new academic environment, but also to a new community and country.

To facilitate this process of acculturation, the ESL teacher provides instruction in orientation to the school, community and cultural milieu in which the student is now living. The length and emphasis of the orientation phase depends upon the needs of each student. Throughout the orientation phase, the ESL teacher helps students retain pride in their native cultures and languages.

A. Personal information

Students will ask and respond to:

1. Name, address and telephone number
2. Gender, nationality and family
3. Physical characteristics
4. Age and date of birth

B. School information

Students will ask and respond to:

1. School name, grade, teacher's name and homeroom number
2. Bus number and location of bus stop
3. Classroom items
4. School surroundings

C. Commands and directions

Students will respond to:

1. Stand up.
2. Sit down.
3. Write...
4. Take out your...
5. Line up.
6. Go to your locker.
7. Put your ... away.

D. Polite idiomatic expressions

Students will be able to correctly use:

1. Good morning.
2. Good afternoon.
3. Hello.
4. Good bye.
5. Thank you.
6. You're welcome.
7. I'm sorry.
8. Please may I...

Section 3

INTERVENTION

The Social Studies Intervention Plan defines intervention as instruction beyond the normal classroom lesson which provides remediation or enrichment to meet the needs of students as identified by the school.

Levels of Intervention

Level 1: In-Class Assistance by the Teacher

- individualized and group needs receive additional experiences planned by the classroom teacher when informal assessment indicates the need
- participatory citizenship activities

Level 2: Extra Assistance by Teacher, Instructor Assistant, Social Studies Coach, Seminar Leader, Librarian, DPPF or Special Education Resource Teacher

- individual and group special assistance as a result of needs identified on a formal interdisciplinary instrument (e.g. CAT)
- individual and group special assistance as a result of needs identified on Instructional Assessment Tests of the social studies program

Level 3: Local School Initiatives

- mentoring, peer tutoring, adult tutoring, learning agreements
- parent activities to support proficiency test review
- job shadowing experiences
- database, telecommunications, and interactive videodisk projects
- interscholastic debates, trials, contests, and other competitions

Level 4: Curriculum and Lesson Supplements for Students with Proficiency Test Problems or Special Enrichment Needs

- review lessons or units on state proficiencies
- grade 10 Civics course for students needing systematic help on the Ohio citizenship test
- extracurricular enrichment experiences for gifted students
- semester trailer courses for makeup of required core courses

Level 5: Summer, Weekend, and Evening Opportunities

- enrichment programs for gifted students
- community resource enrichment experiences
- makeup classes for students receiving a failing grade
- classes for seniors needing one credit to graduate

ASSESSMENT

Assessment in the K-12 Social Studies Program provides information to teachers, administrators, and parents on student performance in achieving the program goals of interpreting significant historical developments, analyzing patterns of social, economic, and political interaction, evaluating types of conflict and methods of conflcit resolution, comparing values, beliefs, political ideas, and institutions within history and present, understanding and evaluating how humans interact with the environment and how civilizations have interacted with each other.

The measures of assessment are developed by Cincinnati teachers, administered on a regular basis throughout the school year and used to provide reports that provide information for reteaching, intervention, or program modification. This section provides descriptions of the different measures used in assessment, how they were developed, their frequency and how assessment results are to be used.

The purpose of assessment in the K-12 social studies program is to evaluate student achievement of the instructional objectives in the scope and sequence document for ongoing program improvement and to provide written reports for the academic community and parents. Assessment consists of preassessment, formative assessment, and summative assessment activities of an informal and formal nature. Informal assessment includes all of the objectives evaluated at each grade level. Classroom teachers perform informal assessment as part of their daily instructional program. Informal preassessment occurs as teachers diagnose students needs before the course or before a new unit. Homework, quizzes, tests, projects, maps, writing assignments and other activities are used as part of the informal summative assessment activities. At the end of a unit or course, evaluation surveys of student and teacher opinion are informally used to evaluate and improve upon the experience the next time. Informal assessment is a means of providing immediate feedback to the teachers on the success or weaknesses of strategies used to help students learn.

Formal assessment takes place on a regular district-wide basis to measure and evaluate student proficiency on objectives in the scope and sequence of the course of study. Formal assessment provides information for several purposes:

- To assist teachers in the decision making process regarding the need for reteaching, intervention, or enrichment for their students
- To assist administrative staff and teachers in determining the need for program modification
- To provide parents with a summary of their child's achievement in social studies

The parts of assessment include a variety of measures of student progress and are developed from the objectives in the scope and sequence document in the course of study. The grade levels at which these objectives are formally assessed are marked with a star in the subject objectives component of the graded course of study.

Due to the differing goals in the social studies program, it follows that assessment for each goal will differ. In addition, grade level differences mandate different types of assessment. The K-12 social studies program also includes a participating citizenship component which requires a unique type of assessment. These different components are described on the

following pages.

There is also the affective element which must be considered. Objectives such as attitudes and values need to be evaluated primarily through informal measures such as portfolio analysis, self-assessment and checklists.

Instructional Assessment Tests

Instructional assessment tests in social studies are used to measure the level of historical knowedge and concepts, geographic knowledge and concepts, multicultural knowledge and skills, economics knowledge, and citizenship knowledge, writing skills, critical thinking skills and evaluate student's progress in attaining those related skills. At the elementary level the Reading/Communication Arts Instructional Assessment Test will provide the vehicle and the format for assessing the content, the skills, and the outcomes of the social studies program. Structured assessment procedures and instruments are developed by Cincinnati teachers in joint committees formed for that specific purpose. A common semester instructional assessment test based upon subject objectives for core courses and levels is planned for use by the teacher as part of the semester assessment program at the high school level in keeping with the district's marking practices policy. These common exams will be developed by teachers when funds permit, piloted, critiqued, and implemented when recommended by the appropriate committee in keeping with the current school system policy on marking practices.

The final assessment test at the end of the school year is designed to measure the student's readiness to perform the social studies tasks at the next grade level. These data are particularly useful for social studies teachers in grades 9 through 12 who will need to help students who may be taking Ohio citizenship proficiency tests. With the assistance of instructional supervisors, the Office of Instructional Assessment provides analysis of the test items and supplies statistics for use in program revision. External evaluators critique the format and content of assessment measures.

Instructional assessment tests generally are multiple choice type tests. However, checklists, project and portfolio analysis, written essays and problem-solving analyses may also be included, as appropriate, for part of the social studies examination score at the secondary level. Tests are graded as part of the exam process by Cincinnati teachers and the problem-solving /essay portion when used is graded using holistic techniques.

Checklists

There are a number of social studies objectives which can only be evaluated with direct observation. Some examples of these are in the area of participatory citizenship, environmental action, education and career planning, group process activities, oral skills and value-oriented activities. Checklists are used by all teachers at all grade levels to record progress of students throughout the school year.

Ideally, the teacher's record for each student should be computerized and become a part of the student's records. However, this is not always possible for various reasons. A student assessment package consisting of all checklists will accompany the student throughout the years of their education and be available for teachers and parents for diagnostic purposes.

The checklists for social studies evaluation and guidelines for their use are developed by

Cincinnati teachers in joint committees and included in the curriculum guides which supplement the graded course of study. In addition, evaluators from outside the district critique the format and content of the checklists and their guidelines for usage.

Portfolio/Project/Self-Report Assessment

Problem analysis, problem resolution, the development of values for coping in society and critical thinking skills are an integral part of social studies learning. Assessing skills in these areas is difficult but critical if the program is to succeed. This is particulary true in the area of community service. Examples of how these types of assessment are used by teachers include:

1. Portfolio assessment--involves the collection and review of student problem-solving samples. This process is ongoing developmental evaluation during the school year in elementary and secondary grades. Portfolio assessment development will include guidelines for teachers on scoring of common problems, analyses, or essays, along with rubrics and suggestions for using the results to improve student skills. In order to complete the evaluation, a folder with four samples of the student's work must be available for review. The items in the student folder may have been placed there over an extended period of time. The teacher and student review the folder periodically to assess student progress in problem solving, analysis or writing. Among the objectives in the graded course of study which may be used in this process are the outcomes which expect student competence in analyzing world current issues log, completing a three stage writing project, completing two annual book reports, self-reports, original source analysis, data base review, issue analysis, and position papers

2. Project assessment involves student completion of a long-term social studies project. Project assessment occurs informally at all levels. Among the objectives which lend themselves to this type of assessment are those which develop a product such as the middle school invention project, book reports at all grade levels, personal map and model construction, completion of a world issue log with five issues analyzed over time, development of a technology project or others. Guidelines to aid teachers assessing projects are provided in each curriculum guide.

3. Self report assessment is utilized in the social studies program for measuring student student progress in developing self-understanding, understandings about working with others, multicultural understandings, and other personal, intellectual, and social values promoted by the state of Ohio. These assessment instruments are constructed by the classroom teacher, although guidelines are recommended in the curriculum guide.

SECTION 4

Cincinnati Public Schools

PROMOTION STANDARDS

- Primary
- Intermediate
- Middle School

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August 1992

PRIMARY - THIRD GRADE

Key:

✪ Ohio Ninth Grade Proficiency Test Objective

★ Ohio Competency-Based Mathematics Pupil Performance Objective

❊ Interdisciplinary connections: introduced in content discipline and reinforced in complementary disciplines

Assessment Modes:

IAT - CPS Instructional Assessment Test

TC - Teacher Certifiable

PR - Product

WPA - Writing Portfolio Assessment

SOCIAL STUDIES

SUBJECT OBJECTIVES Students will:		R	M	Sc	SS	Assessment Mode

The following objectives are assessed through the Instructional Assessment Test in Social Studies.

SsI.A.9.a.	identify fact and opinion in social studies text material		*		*	IAT

The following objectives are assessed through the use of teacher-certifiable protocols and/or checklists.

SsII.A.1.	○ use maps and globes to demonstrate locational skills including: a. cardinal directions b. prime meridian d. reading a legend g. equator				*	TC
SsII.F.1.	locate major bodies of water, continents, and significant places in the U.S. and important regions and countries of the world a. oceans 1. Atlantic 2. Pacific 3. Indian 4. Arctic 5. Antarctic b. continents 1. North America 2. Africa 3. Asia 4. South America 5. Europe 6. Antarctica c. significant places in the U.S. ○ 1. Ohio 2. Ohio River 3. Mississippi River ○ 4. Washington D.C. ○ 5. Columbus, Ohio d. important countries of the world 1. Canada ○ 2. U. S. 3. Mexico				*	TC
SsIII.C.2.	○ list the characteristics of a good community and a good citizen				*	TC

Social Studies continued

SUBJECT OBJECTIVES Students will:			R	M	Sc	SS	Assessment Mode
SsIII.E.1.	o	identify various holidays and symbols of Cincinnati, Ohio, and the U.S. U.S. flag, M.L.King, President's Day, Thanksgiving, Pledge of Allegiance, Independence Day, national anthem				*	TC
SsIV.A.11.		explain the need for rules in sports and other examples in daily life				*	TC

The following objectives are assessed through the use of teacher evaluation of the student's product (e.g. written, performance, project, etc.).

SsII.B.1.		list geographical features of selected landscapes when shown on line drawings a. land and water b. island c. hill, valley d. river				*	PR
SsIII.G.1.	o	show how individuals and societies make choices to satisfy wants with limited resources				*	PR

INTERMEDIATE GRADES 4-5-6

Key:

✪ Ohio Ninth Grade Proficiency Test Objective

★ Ohio Competency-Based Mathematics Pupil Performance Objective

❊ Interdisciplinary connections: introduced in content discipline and reinforced in complementary disciplines

Assessment Modes:

IAT - CPS Instructional Assessment Test

TC - Teacher Certifiable

PR - Product

WPA - Writing Portfolio Assessment

SOCIAL STUDIES

SUBJECT OBJECTIVES Students will:		R	M	Sc	SS	Assessment Mode
The following objectives are assessed through the Instructional Assessment Test in Social Studies.						
SsI.A.9.	identify (using social studies materials):					IAT
	a. fact and opinion	*			*	
	b. historical evidence and assertion				*	
	c. assumptions and facts			*	*	
SsI.A.19	explain the impact of critical historical events					IAT
	a. colonization of America by Europeans					
	b. American Revolutionary War					
	c. establishment of Northwest Territories					
SsI.C.1.	identify major historical events within a reasonable proximity of the time of their occurrence:				*	IAT
	a. founding of Cincinnati - late 1700s					
	b. colonization of U.S. by Europeans					
	c. U.S. independence					
	d. Civil War					
SsII.B.1.	list geographical features of selected landscapes			*	*	IAT
	a. river mouth/source					
	b. delta					
	c. plateau					
	d. peninsula					
	e. plain					
	f. coast					
	g. lake					
	h. bay					
	i. mountain					
	j. gulf					
SsII.B.6.	list physical features which influence the location of communities in the U.S. and around the world			*	*	IAT
	a. Great Lakes					
	b. Gulf of Mexico					
	c. rivers					
	d. mountains					
	e. oceans					
	f. deserts					
SsIII.D.1.	○ identify the main functions of each branch of government at the national, state, and local levels				*	IAT
SsIII.D.2.	○ distinguish the characteristics of various types of government				*	IAT
	a. representative democracy					
	b. monarchy					
	c. dictatorship					

Social Studies continued

SUBJECT OBJECTIVES Students will:			R	M	Sc	SS	Assessment Mode
SsIII.D.3.	o	describe the role of public officials in government a. distinguish between elected and appointed officials b. describe the way officials can be elected, appointed, and removed from office				*	IAT
SsIII.G.3.	o	analyze how individuals and businesses use resources to produce goods and services that generate income				*	IAT
SsIV.B.1.	o	know how the law protects individuals in the United States			*	*	IAT
SsV.B.1.	o	identify the major significance of the following historic documents: a. Northwest Ordinance b. Declaration of Independence c. Constitution d. Bill of Rights and Amendments				*	IAT
SsVI.B.1.	o	interpret and explain the basic economic concepts and patterns: all levels of U.S. government assess taxes in order to provide services				*	IAT
SsVI.C.1.		interpret and explain the basic political concepts and patterns: American government through the concept of federalism addresses concerns of citizens at the local, state, and national levels				*	IAT

The following objectives are assessed through teacher evaluation of the student's product (e.g. written, performance, project, etc.).

SsI.L.10		map the significant geographical locations/events of major world civilizations a. African (Egypt, Ghana, Mali, Songhai) b. European c. Chinese d. Mayan				*	PR
SsII.A.1.	o	use maps and globe to demonstrate locational skills including: a. cardinal directions b. prime meridian c. latitude and longitude d. grid pattern on contour map e. judging distance f. reading a legend g. equator	*	*	*	*	PR

Social Studies continued

SUBJECT OBJECTIVES Students will:			R	M	Sc	SS	Assessment Mode
SsII.A.4	✪	compare the location of Ohio and its relationship to selected areas on the earth's surface			*	*	PR
SsII.B.7.		list and explain the influence of geographic factors on history and current events including: a. transportation routes b. frontiers and boundaries c. locations of towns cities, agricultural economic activities				*	PR
SsII.F.1.		locate major bodies of water, continents, and significant places in the U.S. and important regions and countries of the world	*		*	*	PR
		c. significant places in the U.S.					
	✪	1. Ohio					
		2. Ohio River					
		3. Mississippi River					
	✪	4. Columbus, Ohio					
	✪	5. Washington, D.C.					
		6. Gulf of Mexico					
		7. Rocky Mountains					
		8. Great Lakes					
		d. important countries of the world					
		1. Canada					
	✪	2. U. S.					
		3. Mexico					
		4. Japan					
		5. South Africa					
		6. Germany					
		e. important regions of the world					
		1. Pacific Rim					
		2. Middle East					
		3. European Community					
		4. North America					
		5. Sub-Sahara Africa					
SsIII.G.2.	✪	demonstrate how individuals and households exchange their resources for the income they use to buy goods and services				*	PR
SsIII.G.10	✪	show how nations become interdependent through trade				*	PR

The following objectives are assessed through the use of teacher-certifiable protocols and/or checklists.

SsIII.D.4.	✪	know that voting is both a privilege and a responsibility of U.S. citizenship				*	TC
SsIII.G.1.	✪	discuss how individuals and societies make choices to satisfy wants and limited resources			*	*	TC

Middle School - Grades 7 & 8

Key:

✪ Ohio Ninth Grade Proficiency Test Objective

★ Ohio Competency-Based Mathematics Pupil Performance

❊ Interdisciplinary connections: introduced in content objective discipline and reinforced in complementary disciplines

Assessment Modes:

IAT - CPS Instructional Assessment Test

PR - Product

TC - Teacher Certifiable

WPA - Writing Portfolio Assessment

SUBJECT OBJECTIVES Students will:			R	M	Sc	SS	Assessment Mode
The following objectives are assessed through the Instructional Assessment Test in Social Studies.							
SsIII.D.1.	o	identify the main functions of each branch of government (executive, legislative, judicial) at the national, state, and local levels				*	IAT
SsIII.D.2.	o	distinguish the characteristics, both positive and negative, of various types of government: representative democracy, monarchy, dictatorship				*	IAT
SsIII.D.3.	o	understand the role of public officials in government:				*	IAT
SsIII.D.3.a.		...distinguish between elected and appointed officials					
SsIII.D.3.b	o	...describe the ways officials can be elected or appointed				*	IAT
SsIII.D.3.c.	o	...evaluate the actions of public officials on the basis of a given set of criteria				*	IAT
SsIII.D.4.	o	know that voting is both a privilege and a responsibility of U.S. citizenship:				*	IAT
SsIII.D.4.a.		recognize that property ownership, race, gender, literacy, and certain tax payments no longer affect eligibility to vote					
SsIII.D.4.b.	o	...identify the qualifications for voting				*	IAT
SsIII.D.6.	o	identify opportunities for involvement in civic activities				*	IAT
SsIII.D.7.	o	understand that the major role of political parties in a democracy is to provide a choice in governmental leadership (i.e., candidates and platforms)				*	IAT
SsIII.E.1.	o	identify various symbols of the United States: flag, national anthem, Pledge of Allegiance, Independence Day				*	IAT
SsIV.B.1.a.	o	give examples of rights and freedoms guaranteed in the Bill of Rights				*	IAT
SsIV.B.1.b.	o	apply the concept of justice, including due process and equity before the law				*	IAT
SsIV.B.1.c.	o	demonstrate the importance of a learning or work environment free of discrimination against individual differences				*	IAT
SsIV.B.1.d.	o	identify legal means of dissent and protest against violation of rights				*	IAT

Social Studies continued

SUBJECT OBJECTIVES Students will:			R	M	Sc	SS	Assessment Mode
SsIV.B.2.		understand separation of powers, and checks and balances				*	IAT
SsIV.F.1.		explain how sectional conflicts led to a divided union and although resolved, caused major political difference in the U.S. throughout the 20th Century				*	IAT
SsV.B.1.	o	identify the major significance of the following historic documents:				*	IAT
SsV.B.1.a.		-Northwest Ordinance					IAT
SsV.B.1.b.	o	-Declaration of Independence				*	IAT
SsV.B.1.c.	o	-Constitution				*	IAT
SsV.B.1.d.	o	-Bill of Rights				*	IAT
SsV.B.3.	o	know that many different peoples with diverse backgrounds (cultural, racial, ethnic, linguistic) make up our nation today	*			*	IAT
SsVI.B.1.	o	know that all levels of U.S. government assess taxes in order to provide services				*	IAT
SsVI.B.2.	o	identify major economic systems: capitalism, socialism, and communism				*	IAT
SsVI.C.1.	o	demonstrate an understanding of the concept of federalism by identifying the level of government (local, state, national) responsible for addressing the concerns of citizens				*	IAT
SsVI.C.2.	o	describe the process for making, amending, or removing laws (including sequence of state and national levels)				*	IAT

The following objectives are assessed through teacher evaluation of the student's product (e.g., written, performance, project, etc.).

SsII.A.1.	o	demonstrate map-reading skills, including finding directions, judging distances, and reading the legend	*		*	*	PR
SsII.A.5.	o	locate the United States, the nation's capital, the state of Ohio, and Ohio's capital on appropriate maps of the nation, hemisphere, or world	*			*	PR

Social Studies continued

SUBJECT OBJECTIVES Students will:			R	M	Sc	SS	Assessment Mode
SsIII.D.5.	○	demonstrate the ability to use information that enables citizens to make informed choices:	*		*	*	PR
SsIII.D.5.a.		...use more than one source to obtain information					
SsIII.D.5.b.	○	...identify points of agreement and disagreement among sources	*		*	*	PR
SsIII.D.5.c.	○	...evaluate the reliability of available information	*		*	*	PR
SsIII.D.5.d.	○	...draw conclusions by reading and interpreting data presented in charts and graphs	*		*	*	PR
SsIII.D.5.e.	○	...identify and weigh alternative viewpoints	*		*	*	PR
SsIII.G.1.	○	show how individuals and societies make choices to satisfy wants with limited resources				*	PR
SsIII.G.10.	○	show how nations become interdependent through trade				*	PR
SsIV.B.1		know how the law protects individuals in the U.S.					PR
SsV.H.1.		define major chronological time periods in U.S. history in relation to various ethnic groups that make up the American heritage a. founding the U.S.: significances of democracy and the constitution c. Civil War, slavery and reconstruction j. immigration and the developing multicultural society				*	PR
SsV.H.3.		describe the major events of Cincinnati and Ohio history and personalities who played roles from various ethnic groups a. settlement to birth of city and state b. changing forms of transportation d. Underground Railroad and Civil War				*	PR

The following objectives are assessed through the use of teacher-certifiable protocols and/or checklists.

SsIV.B.2		apply separation of powers and checks and balance				*	TC
SsIV.F.1.		explain how sectional conflicts led to a divided union and although resolved, caused major political difference in the U.S. throughout the 20th Century				*	TC